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ABSTRACT

The 13 syllabi for the study of higher education contained in this compilation were selected for their comprehensive nature and their bibliographic appendices. The syllabi were chosen from among those solicited in an exploratory study in which requests were sent to 467 faculty members in institutions around the country and from whom 55 syllabi were obtained. The selected syllabi and their creators are: (1) "History of American Higher Education" (Don Williams at the University of Washington); (2) "Introduction to Student Affairs" (George D. Kuh at Indiana University); (3) "Higher Education Administration" (George D. Kuh at Indiana University); (4) "Issues of Race and Racism in Education in Society" (Bruce A. Jones at the University of Pittsburgh); (5) "Comparative Higher Education" (Philip G. Altbach at State University of New York at Buffalo); (6) "Principles of College Teaching" (Michael F. Welsh and Betsy Barefoot at University of South Carolina)" (7) "College Teaching" (Julie Hughes at University of Missouri); (8) Curriculum Development" (Julie Hughes at University of Missouri); (9) "The American Professoriate" (Jay Cronister at University of Virginia); (10) "The Community College" (John Terry and Don Williams at University of Washington); (11) "Legal Aspects of Higher Education" (Eugene A. Lincoln and James E. Mauch, University of Pittsburgh); (12) "Finance and Business Affairs Higher Education" (Alan T. Seagren and Michael T. Miller, University of Nebraska); and (13) "Higher Education Planning" (Frank A. Schmidtlein, University of Maryland). (JB)

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Graduate Programs in the Study of Higher Education: Selected Syllabi

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Graduate Programs in the Study of Higher Education: Selected Syllabi is the first monograph to be presented by the Center for the study of Higher and Postsecondary Education at the University of Nebraska-Lincoln. For additional copies of this report or further information on the Center, please contact Dr. Alan T. Seagren, Director, CSHPE, Department of Educational Administration, University of Nebraska-Lincoln, 1210 Seaton Hall, Lincoln, NE 68588-0638

October 1993.

Graduate Courses in the Study of Higher Education:

Selected Syllabi

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Introduction

The study of higher education programs has grown substantially since Dressel and Mayhew's (1974) work nearly twenty years ago. During this time, efforts have been undertaken to understand and explain such phenomena as program quality (Keim, 1983), academic administration and curriculum development (Fife & Goodchild, 1991; Crosson, 1983), faculty (Johnson & Drewry, 1982), reading materials (Miller & Nelson, 1993; Weidman, Nelson, & Radzyminski, 1984), program graduates (Townsend & Mason, 1990), and doctoral programs (Townsend, 1991; Crosson & Nelson, 1986). Despite these efforts, the study of higher education has received limited attention in the broad spectrum of the social sciences.

One area which has received little attention within the framework of the study of higher education has been course content. Few efforts have been directed at the compilation, consolidation, or comparison of what comprises various courses related to the study of higher education. Efforts to examine course content can and should play a larger role as higher education graduate programs are examined, and could assist in understanding how higher education faculty members create a curriculum.

The purpose for this compilation of syllabi provides a preface for a more comprehensive or thorough examination of higher education curriculum. Assembled in this "monograph" are selected syllabi from graduate courses in a typical higher education graduate program core. The syllabi selected for

inclusion were chosen based on their comprehensive nature and bibliographic appendices. In some cases, only a limited selection of syllabi were available, and every effort was made to provide the reader with the syllabus that best reflected current practice and thinking.

Syllabi were identified by asking higher education faculty members to submit a syllabus from their primary teaching area. Participants were identified through the Association for the Study of Higher Education (ASHE) and several national studies utilizing higher education faculty. In all, 467 letters were mailed to faculty requesting their cooperation in this study. From the study sample of 467, 55 syllabi were returned.

While the response rate for the investigation was only 11.7%, the sample was assumed to be representative. This assumption was made because (1) full-time higher education faculty were asked to respond to the study rather than the at-large membership of ASHE, and (2) the exploratory nature of the study allowed for a smaller response rate to be acceptable.

The syllabi selected for inclusion provide a general description of different courses and formats in graduate programs. The listing is by no means exhaustive. However, it does represent a beginning from which to examine this aspect of higher education. Only through research efforts into program and course content can we begin to better understand current status and future needs of the study of higher education.

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Crosson, P. H., & Nelson, G. M. (1986). A profile of higher education doctoral programs. The Review of Higher Education, 335-357.

Dressel, P., & Mayhew, L. (1974). Higher education as a field of study. San Francisco: Jossey-Bass.

Fife, J. D., & Goodchild, L. F. (Eds.). (1991). Administration as a profession. New Directions for Higher Education Number 76. San Francisco: Jossey-Bass.

Johnson, J. A., & Drewry, G. N. (1982). A profile of faculty of doctoral programs in the study of higher education in the United States. University, AL: Institute of Higher Education Research and Services.

Keim, M. C. (1983). Exemplary graduate programs in higher education. Educational Research Quarterly, 8(3), 4-11.

Miller, M. T., & Nelson, G. M. (1993). Reading materials perceived to be basic in the study of higher education.

Townsend, B. D., & Mason, S. O. (1990). Career paths of graduates of higher education doctoral programs. The Review of Higher Education, 63-81.

Townsend, B. K. (1991). Doctoral study in programs of higher education: Overviews and prospects. The Review of Higher Education, 283-292.

Weidman, J., Nelson, G. M., & Radzyminski, W. J. (1984). Books perceived to be basic reading for students of higher education. The Review of Higher Education, 279-287.

UNIVERSITY OF WASHINGTON
College of Education

EDPGA 506

Don Williams

History of American Higher Education

Autumn Quarter, 1991

1. Aims

1.1 To gain a grasp of the long sweep of history since Greek times as it relates to higher education

1.2 To seek some understanding of the changes which occurred during that history

1.3 To use that history both for understanding the nature of American higher education today and for gaining some insight into the possible directions in which it will move in the future.

1.4 To stimulate excitement in the history of higher education as well as to enhance the enjoyment of the continued study of that history

2. Weekly procedure

2.1 We shall generally follow a seminar-discussion mode, based largely on the reading that we do in preparation for each week's session.

2.2 Discussion questions accompany each topic, and we shall base each session on them. If you have additional questions to suggest, they will be welcomed.

3. Written assignments

3.1 You will have the option either of writing a term paper or of taking a mid-term and final examination. Please let me know your decision on October 14.

3.2 The paper, should you choose that option, should run between 20-25 pages and explore some topic relating to the history of higher education. An early draft, showing the introduction, an outline of what will follow, and a bibliography, will be due November 18. The final draft will be due December 16.

3.3 If you choose the examination option, you will write the midterm during the period November 4-18 and the final on Monday, December 16.

3.31 The midterm exam will be an open book affair. You will receive the questions on November 4, and your answers will be due at the start of class on November 18. The exam will consist of 10 short answer questions and one essay question. The essay will count for 60% of the test grade. Material included in the midterm exam will cover subject matter discussed between September 30 and November 4.

3.32 The final exam will be a closed book affair, consisting again of 10 short answer questions and one essay question. The exam will cover all material discussed during the quarter.

4. Office

4.1 My office number is Miller Hall Room 315D, where my phone number is 543-1836. My home phone number is 788-6209. Let me know when you are coming, and I promise I shall be in my office.

4.2 I benefit greatly from these one-to-one conversations and hope you will plan to visit as often as you can.

5. Evaluation

5.1 A superior graduate-level performance will yield as 4.0 grade; a satisfactory performance 3.0.

5.2. I shall work hard to see that all graues range between 3.0 and 4.0.

6. Textbooks

6.1 Copies of Cowley and Williams's INTERNATIONAL AND HISTORICAL ROOTS OF AMERICAN HIGHER EDUCATION (1991) are available from the University Bookstore.

6.2 Everyone should obtain a copy of this book.

6.3 I also recommend the following three books on the general history of American higher education:

Rudolph, Frederick. THE AMERICAN COLLEGE & UNIVERSITY: A HISTORY, 1962.

Brubacher, John and Rudy, Willis. HIGHER EDUCATION IN TRANSITION, 1976.

Hofstadter, Richard and Smith, Wilson (Eds.) AMERICAN HIGHER EDUCATION: A DOCUMENTARY HISTORY, 1961.

SEMINAR SCHEDULE

Monday, September 30. . . . . .Introduction of the seminar
Pre-medieval higher education

Seminar activity

We shall spend the early part of this first session becoming acquainted with each other and with the course agenda. With the time remaining I shall note briefly some of the early history of higher education before the Middle Ages. A seminar such as ours could well begin with the Middle Ages or even with the founding of Harvard in 1636, but to do so would be to ignore centuries of development from which American higher education has today emerged.

Monday, October 7. . .Medieval and Reformation higher education

Reading assignment

Cowley-Williams, Chs. 3-4

Supplementary readings

Cobban, A. B. THE MEDIEVAL UNIVERSITIES: THEIR DEVELOPMENT & ORGANIZATION, 1975.

Compayre, Bagriel. ABELARD AND THE ORIGIN AND EARLY HISTORY OF UNIVERSITIES, 1893.

Kimball, Bruce A. ORATORS AND PHILOSOPHERS, 1986. (See Chs. 3-4)

Kittelson, James and Transue, Pamela (Eds.) REBIRTH, REFORM AND RESILIENCE: UNIVERSITIES IN TRANSITION, 1300-1700, 1984.

Kibre, Pearl. THE NATIONS IN THE MEDIEVAL UNIVERSITIES, 1948.

McDowell, R. B. and Webb, D. A. TRINITY COLLEGE DUBLIN: AN ACADEMIC HISTORY, 1982.

Morison, Samuel Eliot. THE FOUNDING OF HARVARD COLLEGE, 1935.

Piltz, THE WORLD OF MEDIEVAL LEARNING, [1981].

Rashdall, Hastings. THE UNIVERSITIES OF EUROPE IN THE MIDDLE AGES, 1895. (3 volumes)

Rudy, Willis. THE UNIVERSITIES OF EUROPE, 1100-1904, 1984 (See Ch. 1).

Schachner, Nathan. THE MEDIEAVAL UNIVERSITIES, 1938.

Wieruszowski, Helene. THE MEDIEVAL UNIVERSITY, 1966.

Seminar activity

I am going to ask that you gather material on the Middle Ages while I do likewise on the Reformation. Let me propose that one-third of the group concentrate on the universities of southern Europe (primarily Bologna), one-third on northern Europe (primarily Paris), and one-third on Oxford and Cambridge. In our reading let's try to find answers to the following questions:

(1) What were the origins of the universities in Bologna, Paris, Oxford, and Cambridge? How did these origins differ? In what ways are they similar?

(2) What was taught in these institutions? Who did the teaching? What characterized the students? How did Bologna, Paris, and Oxbridge differ in regard to these questions?

(3) How were the universities in Bologna, Paris, and Oxbridge run? What role did "administrators" play? The faculty? Students? Nations? The Church? How did Bologna, Paris, and Oxbridge differ in regard to governance?

(4) What elements of Reformation higher education did the colonists bring to the New World? (I shall be responsible for answering this question.)

Monday, October 14 . . . . . .Colonial higher education

Reading asssignment

Cowley-Williams, Chapter Five

Supplementary readings

Bronson, Walter C. HISTORY OF BROWN UNIVERSITY, 1914.

Cheyney, Edward P. HISTORY OF THE UNIVERSITY OF PENNSYLVANIA, 1749.

Franklin, Benjamin. PROPOSALS RELATING TO THE EDUCATION OF YOUTH IN PENNSYLVANIA, 1749.

Herbst, Jurgen. FROM CRISIS TO CRISIS: AMERICAN COLLEGE GOVERNMENT, 1636-1819, 1982 (See Chs. 1,2.)

HISTORY OF THE COLLEGE OF WILLIAM AND MARY, 1784.

Humphrey, David C. FROM KINGS COLLEGE TO COLUMBIA, 1976.

Kelley, Brooks M. et al. YALE, A HISTORY, 1974.

Montgomery, Thomas H. A HISTORY OF THE UNIVERSITY OF PENNSYLVANIA FROM ITS FOUNDATION TO 1770, 1900.

Morison, Samuel E. THE FOUNDING OF HARVARD COLLEGE, 1939; HARVARD COLLEGE IN THE SEVENTEENTH CENTURY, 1936; and THREE CENTURIES OF HARVARD, 1937.

Quincy, Josiah. THE HISTORY OF HARVARD UNIVERSITY, 1860.

Richardson, Leon D. HISTORY OF DARTMOUTH COLLEGE, 1932.

Rudolph, Frederick. THE AMERICAN COLLEGE AND UNIVERSITY: A HISTORY, 1962 (See Ch. 1.).

Schmidt, George P. PRINCETON AND RUTGERS, 1964

Tucker, Lewis L. CONNECTICUT'S SEMINAR OF SEDITION: YALE COLLEGE, 1974.

Wertenbaker, Thomas J. PRINCETON, 1746-1896, 1946,

Seminar activity

I shall spend the early part of the period putting the nine colonial colleges into historical context. With the time remaining we shall do some role-playing. I shall take the role of the father of three college-bound children: a son, a daughter, and an adopted Indian son. Each of you will take the role of an "admissions officer" who is recruiting students for one of the colonial colleges. The year will be 1770. I shall want to know what requirements my children will face in gaining admission to your college, the curriculum that you offer, and the nature of campus life, especially those characteristics that set your college apart from the others.

Monday, October 21. . . . . .A Period of Exploration, 1776-1862

Reading assignment

Cowley-Williams, Chapter Six

Supplementary reading

Boorstin, Daniel. THE AMERICANS: THE NATIONAL EXPERIENCE, 1965 (See Chapter 20.).

Burke, Colin B. AMERICAN COLLEGIATE POPULATIONS: A TEST OF THE TRADITIONAL VIEWS, 1982.

Bronson, Walter C. HISTORY OF BROWN UNIVERSITY, 1914.

Conant, James B. THOMAS JEFFERSON AND THE DEVELOPMENT OF AMERICAN PUBLIC EDUCATION, 1962.

Dabney, Virginius. MR. JEFFERSON'S UNIVERSITY: A HISTORY, 1981.

Fleming, Thomas. WEST POINT, 1969.

Harcleroad, Fred F. and Ostar, Allan W. COLLEGES AND UNIVERSITIES FOR CHANGE, 198[illegible] (See Ch. 2.).

Herbst, Jurgen. FROM CRISIS TO CRISIS: AMERICAN COLLEGE GOVERNMENT, 1636-1819, 1982.

Hislop, Codman. ELIPHALET NOTT, 1971.

Hofstadter, Richard and Smith, Wilson (Eds.) AMERICAN HIGHER EDUCATION: A DOCUMENTARY HISTORY, 1961. Vol. 1.

Johnson, Eldon L. "The 'Other Jeffersons'and the State University Idea," JOURNAL OF HIGHER EDUCATION, (March-April, 1987), 58:128-150.

Kelley, Brooks M. et al. YALE, A HISTORY, 1974.

Novak, Steven J. THE RIGHTS OF YOUTH: AMERICAN COLLEGES AND STUDENT REVOLT, 1798-1815, 1977.

Perry, Charles M. HENRY PHILLIP TAPPAN, 1933.

Peirce, Cyrus and Swift, Mary. THE FIRST STATE NORMAL SCHOOL IN AMERICA, 1926.

Richardson, Leon D. HISTORY OF DARTMOUTH COLLEGE, 1932.

Robson, David W. EDUCATING REPUBLICANS: THE COLLEGE IN THE ERA OF THE AMERICAN REVOLUTION, 1750-1800, 1985.

Rudolph, Frederick. THE AMERICAN COLLEGE AND UNIVERSITY: A HISTORY, 1962 (See Chs. 2-11.).

Sloan, Douglas. THE SCOTTISH ENLIGHTENMENT AND THE AMERICAN COLLEGE IDEAL, 1971.

Stites, Francis N. PRIVATE INTEREST AND PUBLIC GAIN: DARTMOUTH COLLEGE CASE, 1972.

Tewksbury, Donald G. THE FOUNDING OF AMERICAN COLLEGES AND UNIVERSITIES BEFORE THE CIVIL WAR, 1932.

Thomson, Robert P. "Colleges in the Revolutionary South: The Shaping of a Tradition." HISTORY OF EDUCATION EQUARTERLY, Winter, 1970, 10:399-412.

Tyack, David. GEORGE TICKNOR AND THE BOSTON BRAHMINS, 1967.

Wayland, Francis. THOUGHTS ON THE PRESENT COLLEGIATE SYSTEM IN THE U.S., 1842.

Seminar activity:

In addition to the beginnings of higher education for blacks and women (which we shall discuss next week) this next period (1776-1862) marks a number of efforts to produce change in American higher education. We shall want to pay attention to certain of these efforts as illustrated in Jefferson's plans for education in Virginia and those of Eliphalet Nott at Union College, the Dartmouth College Case, the Yale Report of 1828, Ticknor's ill-fated reforms at Harvard, Wayland's at Brown, and Tappan's at Michigan. As you read about these efforts, ask the following questions:

(1) What motivated those who promoted these changes?

(2) Who led the efforts to produce the changes and who fought them? How do you account for the opposition?

(3) To what extent did the efforts succeed or fail? What was their impact?

(4) To what do you attribute this success or failure?

Monday, October 28. . . . . .Higher education for blacks and for women in the 19th century

Reading assignment

Cowley-Williams, pp. 103, 113,122,124-127,132-133, 156-160

Supplementary readings

Brubacher, John and Rudy, Willis. HIGHER EDUCATION IN TRANSITION, 1976, pp. 74-82.

Du Bois, W.E.B. THE EDUCATION OF BLACK PEOPLE, (1973).

Feldman, Saul. ESCAPE FROM THE DOLL'S HOUSE, 1974 (See Chapter 2.)

Graham, Patricia. "Expansion & Exclusion: A History of Women in American Higher Education," SIGNS, Summer, 1978. pp. 759-773.

Harlan, Louis R. BOOKER T. WASHINGTON: THE MAKING OF A BLACK LEADER, 1972.

Harlan, Louis R. BOOKER T. WASHINGTON: THE WIZARD OF TUSKEGEE, 1901-1915, 1983.

Horowitz, Helen L. ALMA MATER: DESIGN AND EXPERIENCE IN THE WOMEN'S COLLEGES FROM THEIR NINETEENTH-CENTURY BEGINNINGS TO THE 1930S, 1984.

Lawson, Ellen H. THE THREE SARAHS: THE DOCUMENTS OF ANTEBELLUM BLACK COLLEGE WOMEN, 1984.

Logan, Rayford. HOWARD UNIVERSITY: THE FIRST 100 YEARS, 1969.

Newcomer, Mabel. A CENTURY OF HIGHER EDUCATION FOR AMERICAN WOMEN, 1959.

Richardson, Joe M. A HISTORY OF FISK UNIVERSITY, 1980.

Rudolph, Frederick. "Coeducation," in AMERICAN COLLEGES AND UNIVERSITIES: A HISTORY, 1962.

Sexton, Patricia. WOMEN IN EDUCATION, 1976.

Solomon, Barbara M. IN THE COMPANY OF EDUCATED WOMEN: A HISTORY OF WOMEN IN HIGHER EDUCATION IN AMERICA, 1985.

Washington, Booker T. UP FROM SLAVERY, 1901.

Woodson, Carter G. THE EDUCATION OF THE NEGRO BEFORE 1861, 1915.

Woody, Thomas. A HISTORY OF WOMEN'S EDUCATION IN THE U.S., 1929.

Seminar activity

Let me suggest that we divide into two groups today, one which will concentrate on black higher education during the 19th century, the other on women's higher education during that same period. Blacks and women gained access to higher education during the 19th century but in so doing encountered resistance. We shall build our seminar around questions dealing with the controversy, including the following:

(1) What barriers stood between blacks, women, and higher education? Why did these barriers exist? Why did these barriers decline in the 19th century?

(2) Who led the opening of higher education to blacks and to women? Which institutions led the way?

(3) What was the nature of the curriculum offered to blacks and to women during the 19th century?

Monday, November 4 . . . . . Rise of the universities after 1862:

Reading assignment

Cowley-Williams, Ch. Seven

Supplementary readings

Bordin, Ruth. THE UNIVERSITY OF MICHIGAN: A PICTORIAL HISTORY, 1970.

Cremin, Lawrence. AMERICAN EDUCATION: THE METROPOLITAN EXPERIENCE, 1988. (See Ch. 8 re Eliot)

Curti, Merle and Carstensen, Vernon. THE UNIVERSITY OF WISCONSIN: A HISTORY, 1949. (See Vol. 2, Chs. 1-3 re Van Hise)

Elliott, Orrin L. STANFORD UNIVERSITY: ITS FIRST TWENTY-FIVE YEARS, 1937.

Flexner, Abraham. DANIEL COIT GILMAN, CREATOR OF THE AMERICAN-TYPE UNIVERSITY, 1946.

Gates, Charles. THE FIRST CENTURY AT THE UNIVERSITY OF WASHINGTON, 1961. (See Ch. XI re Suzzallo)

Gilman, Daniel C. THE LAUNCHING OF A UNIVERSITY AND OTHER PAPERS, 1906.

Hawkins, Hugh. BETWEEN HARVARD AND AMERICA: THE EDUCATIONAL LEADERSHIP OF CHARLES W. ELIOT, 1972.

Hofstadter, Richard and Smith, Wilson (Eds.) AMERICAN HIGHER EDUCATION: A DOCUMENTARY HISTORY, 1961. (See Vol. 2)

James, Henry. CHARLES WILLIAM ELIOT, 1930.

Jordan, David Starr. THE DAYS OF A MAN, 1922. Two volumes. (See selected chapters.)

Mayer, Milton. YOUNG MAN IN A HURRY: THE STORY OF WILLIAM RAINEY HARPER, 1957.

Morison, Samuel E. THREE CENTURIES OF HARVARD, 1937.

Peckham, Howard. THE MAKING OF THE UNIVERSITY OF MICHIGAN, 1967.

Smith, Shirley. JAMES BURRILL ANGELL: AN AMERICAN INFLUENCE, 1954.

Veysey, Laurence. THE EMERGENCE OF THE AMERICAN UNIVERSITY, 1965.

White, Andrew Dickson. AUTOBIOGRAPHY, 1907. See selected chapters

Seminar activity

The American university blossomed during the period after the Civil War. In so doing it followed several strands. Under the impetus of the Land Grant College Act of 1862, for instance, land grant colleges began to reach out to farmers, engineers, and other members of the so-called industrial classes. Cornell and Wisconsin were the bellweather institutions in this movement. Another group of state universities did not benefit directly from the Act, but they grew nevertheless under the impetus of increased funding from state governments. Michigan and Washington are examples of this movement. Still another group of universities emerged from the old American literary colleges, where graduate education and research were wedded to the undergraduate and professional school programs already underway. Harvard is the primary example in this group. Finally, a new strand of private research universities began to emerge, representing an American adaptation of the German research university. Here the best examples are Chicago, Johns Hopkins, and Stanford.

I should like each of you to assume the role of one of the presidents of this era, such as the following:

James Burrell Angell (Michigan)
Charles William Eliot (Harvard)
Daniel Coit Gilman (Johns Hopkins)
William Rainey Harper (Chicago)
David Starr Jordan (Stanford)
Henry Suzzallo (Washington)
Charles Van Hise (Wisconsin)
Andrew Dickson White (Cornell)

I shall plan to interview you, building the interviews around the following questions:

(1) What can you tell us about your life, especially as it led to the presidency you now occupy?

(2) What contributions do you believe your institution made to the rise of universities after 1862? Of what are you most proud?

(3) Why do you suppose you were able to accomplish what you did when you did it?

(4) What obstacles did you encounter along the way?

At the close of today's session I shall distribute the midterm exams. Responses will be due at the start of class on November 18. I shall also collect at that time the early drafts of term papers.

Monday, November 11. . . . . No class (Veterans Day Holiday)

Monday, November 18 . . . . . .The rise of the American junior/ community college

Reading assignment

Cowley-Williams, Chapters Seven & Eight

Supplementary readings

Brint, Steven and Karabel, Jerome. THE DIVERTED DREAM: COMMUNITIY COLLEGES AND THE PROMISE OF EDUCATIONAL OPPORTUNITY IN AMERICA, 1900-1985, 1989.

Crawfurd, Allan P. THE JUNIOR COLLEGE MOVEMENT IN WASHINGTON, 1959.

Diener, Thomas. GROWTH OF AN AMERICAN INVENTION, 1985.

Eells, Walter C. THE JUNIOR COLLEGE, 1931.

Fields, Ralph. THE COMMUNITY COLLEGE MOVEMENT, 1962.

Hollinshead, Byron. "The Community Junior College," JUNIOR COLLEGE BULLETIN (December, 1936), 7:111.

Koos, Leonard V. THE JUNIOR COLLEGE MOVEMENT, 1925.

Levine, David O. THE AMERICAN COLLEGE AND THE CULTURE OF ASPIRATION, 1986. (See Ch. 8.)

Lange, Alexis. THE LANGE BOOK, 1927.

McDowell, Floyd. THE JUNIOR COLLEGE, 1919.

Monroe, Charles R. PROFILE OF THE COMMUNITY COLLEGE, 1972.

Thornton, James W. THE COMMUNITY JUNIOR COLLEGE, 1972.

Seminar activity

Today's community colleges grew from several sources. Those sources include (1) private colleges or academies which either never did develop their third and fourth-year collegiate level courses, or, having developed them, later dropped them; (2) normal schools which broadened their mission at the 13th and 14th grades; (3) public secondary schools which produced "post graduate" courses beyond the 12th grade; and (4) public colleges conceived from the beginning as two-year institutions. During much of their history they have been known as "junior colleges," but following World War II their leaders came increasingly to promote their potential to serve a whole host of educational needs in their community. Hence the new title, "the community college."

During the early part of the afternoon I shall try to show the general history of the junior/community college. With this background we shall delve into the documents that you have collected on given periods in that history.

On this day I shall collect your mid-term exams and papers. I shall return them next week.

Monday, November 25. . . . . .Wars and Depression: 1900-45

Reading assignment

Cowley-Williams, Chapter Eight

Supplementary readings:

Bell, Daniel. THE REFORMING OF GENERAL EDUCATION, 1966. (See Ch. 2.)

Finkelstein, Martin J. THE AMERICAN ACADEMIC PROFESSION, 1984. (See Ch. 2.)

Flexner, Abraham. UNIVERSITIES: AMERICAN, ENGLISH, AND GERMAN, 1930.

Geiger, Richard. TO ADVANCE KNOWLEDGE: THE GROWTH OF AMERICAN RESEARCH UNIVERSITIES, 1900-40, 1986.

Gruber, Carol S. MARS AND MINERVA, 1975.

Hofstadter, Richard and Metzger, Walter. THE DEVELOPMENT OF ACADEMIC FREEDOM IN THE UNITED STATES, 1955. (See Part Two.)

Hutchins, Robert M. THE HIGHER LEARNING IN AMERICA, 1936.

Kimball, Bruce A. ORATORS & PHILOSOPHERS, 1986. (See Chs. 6,7.)

Levine, David O. THE AMERICAN COLLEGE & THE CULTURE OF ASPIRATION, 1986.

Rudolph, Frederick. THE AMERICAN COLLEGE & UNIVERSITY: A HISTORY, 1962. (See Ch. 21.)

Rudolph, Frederick. CURRICULUM, 1977. (See Ch. 6.)

Veblen, Thorstein. THE HIGHER LEARNING IN AMERICA, 1918.

Veysey, Laurence. THE EMERGENCE OF THE AMERICAN UNIVERSITY, 1965. (See Part 2.)

Seminar activity:

Much happened during the first four and a half decades of the twentieth century that contributed to the maturation of American higher education. The general form of the undergraduate curriculum as we know it today came into place. Faculty members, meanwhile, assumed a more professional role. New institutions appeared where research played an important role, but in other instances the new institutions gave priority to undergraduate education. In the midst of these changes wars occurred that left their mark on academe. We shall build our session today around the following questions:

1) What changes occurred in the undergraduate curriculum during this period? How do we account for these changes?

2) What criticisms did Flexner and Hutchins offer concerning this period?

3) In what ways did the American professoriate change during this period? In what ways did the American Association of University Professors contribute to that change?

4) Which were the prominent new institutions of this period and what did they contribute?

5) What was the impact of two world wars on American higher education?

Monday, December 2. . . . . The Rise to International Prominence, 1945-present

Reading assignment

Cowley-Williams, Ch. Nine

Supplementary readings

Babbidge, Homer D. & Rosenzweig, Robert. THE FEDERAL INTEREST IN HIGHER EDUCATION, 1962.

Boyer, Ernest. COLLEGE: THE UNDERGRADUATE EXPERIENCE IN AMERICA, 1986.

Harcleroad, Fred and Ostar, Allan. COLLEGES AND UNIVERSITIES FOR CHANGE, 1987.

Jencks, Christopher and Riesman, David. THE ACADEMIC REVOLUTION, 1968.

Kerr, Clark. THE USES OF THE UNIVERSITY, 1962.

Miller, James. DEMOCRACY IN THE STREETS: FROM PT. HURON TO THE SIEGE OF CHICAGO, 1987

Sale, Kirkpatrick. SDS, 1973.

Seminar activity

American higher education, especially at the graduate level, assumed during today's period a stature unmatched anywhere else in the world. This is also a period when American higher education, influenced by the 1944 GI bill and the rise of community colleges, reached a much wider spectrum of society than any nation had ever achieved. In the midst of these accomplishments, colleges and universities worldwide underwent a period of serious student unrest. This activity had its impact on the perception Americans had of their higher institutions and on the perception the institutions had of themselves. We shall explore the following questions:

1) What role did the federal government play in the changing character of American higher education during this period? Why did these changes occur?

2) What roles did the multiversity, the comprehensive university and the community college play in these changes?

3) How do we account for the years of student unrest? What were the major events and issues connected with that movement? What impact did it have?

4) What is the status of American undergraduate education today? What changes should occur? Why? How might we answer these questions vis a vis graduate and professional education?

Monday, December 9 . . . . . .Synthesis

Seminar activity

In this concluding session we shall review the material we have covered this quarter, building our synthesis around several key questions:

1) In what ways have the goals of higher education changed or remained the same since Greek times?

2) What were the major institutions of higher education associated with each period?

3) What relative importance went to teaching, research, or service during each period? In what ways did governance change?

4) What were the major higher education outcomes of each period?

5) What issues confront American higher education today? Does the history we have studied this quarter help us to understand those issues better?

6) Given the history we have studied this term, what directions would we expect American higher education to take in the future?

The final exam will occur on December 16. Term papers will also be due on that day.

Fall, 1991

U544: INTRODUCTION TO STUDENT AFFAIRS

Instructor: George D. Kuh
Office: W.W. Wright Education Building, Suite 236 Telephone: 855-0212
Home: 1903 East Winslow Rd., Bloomington, IN Telephone: 334-0712

Class meets Mondays, 9:05 to 10:35 a.m. in Education 110. To encourage participation, the class has been divided into two discussion sections, one which immediately follows the meeting of the entire group (about 10:45 to 11:50 a.m. in Education 110) and the second from about 12:20 to 1:25 p.m. (Education 134).

Purpose and Expectations

Effective student affairs staff have an understanding of higher education in general along with the contributions made by various student affairs functional areas to an institution of higher education and to student learning and personal development. In addition, knowledge and appreciation of the history, philosophy and theoretical underpinnings of the field are required to critically examine current and future issues with which student affairs staff must deal. This information enables the professional to: (a) to assess one's abilities, interests, and values in reference to the needs and expectations of the profession; and (b) establish personal and professional goals.

Course Objectives

At the conclusion of this course, students should be able to:

(1) Describe and discuss the major issues facing higher education and student affairs in the 1990s;

(2) Identify the various roles student affairs staff play and the contributions of student affairs to the educational purposes of a college or university;

(3) Understand the relationships between various student affairs functional areas and other aspects of the institution and the major issues facing each area;

(4) Describe the history of and philosophical tenets guiding student affairs work;

(5) Identify the theories and frameworks on which student affairs practice is based;

(6) Write in a crisp, coherent analytical style.

Required Readings

Readings from four sources are required:

(a) Delworth, U., Hanson, G.R., & Associates (Eds.) (1989). Student services: A handbook for the profession. San Francisco: Jossey-Bass.

(b) Rentz, A.L., & Saddlemire, G.L. (Eds.) (1988). Student affairs functions in higher education. Springfield, IL: Thomas.

(c) Packet of duplicated readings available from Collegiate Copies (East Third Street, near Mother Bear's).

(d) The Chronicle of Higher Education.

Reading and Class Assignments

The order in which the readings are presented is designed to inform and guide class discussions related to the objectives of the course. Although I will lecture some of the time, I prefer that class activities be characterized by informed discussion. Therefore, it is imperative that everyone be prepared to discuss the readings assigned for the topic of the day.

9/2 Distribution of syllabus; overview; discussion of Reflection Papers

WHAT WE DO

9/9 The Role of Student Affairs in Collegiate Settings

Speaker: Joan Claar, DePauw University

Garland, P.H. (1985). Serving more than students: A critical need for college student personnel services (pp. 1-21). ASHE-ERIC Higher Education Reports, No. 7. Washington, D.C.: Association for the Study of Higher Education.

Rentz, A.L., & Knock, G.H. (1987). Careers in the college student personnel profession. Washington, D.C.: ACPA Media.

Sandeen, A. (1989). Issues influencing the organization of student affairs. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 445-460). San Francisco: Jossey-Bass.

National Association of Student Personnel Administrators (1987). A perspective on student affairs. Washington, D.C.: National Association of Student Personnel Administrators (pp. 1-8, 14-17).

Reflection Paper due (two copies please)

9/16 Current Context of Higher Education; Orientation

Rentz, A.L. (1988). Orientation. In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 203-225). Springfield, IL: Thomas.

Carnegie Foundation for the Advancement of Teaching (1987). A classification of institutions of higher education. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Carnegie Foundation for the Advancement of Teaching (1985). Change trendlines: Planning for the future. Change, 17(3), 31-35.

Kuh, G.D. (1990). The demographic juggernaut. In M.J. Barr and M.L. Upcraft (Eds.), New futures for student affairs (pp. 71-97). San Francisco: Jossey-Bass.

Carnegie Foundation for the Advancement of Teaching (1986). Change trendlines: Part-timers myths and realities. Change, 18(4), 49-53.

Carnegie Foundation for the Advancement of Teaching (1987). Change trendlines: Foreign students--A valuable link. Change, 19(4), 39-43.

9/23 Current Context continued; Financial Aids

Speaker: Terrill Cosgray, Scholarships and Financial Aids, IU-B

Coomes, M.D. (1988). Student financial aid. In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 155-181). Springfield, IL: Thomas.

Cooperative Institutional Research Program (1990). The American college freshman: National norms for fall 1990 (selected pages). Los Angeles: Higher Education Research Institute, Graduate School of Education, University of California, Los Angeles.

Krukowski, J. (1985). What do students want? Status. Change, 17(3), 21-28.

Winn, M. (1985). The plug-in generation. Change, 17(3), 14-20.

Position/Issue paper I due

9/30 Roles and Models for Practice; Residence Life

Speaker: Bruce Jacobs, Residence Life, IU-B

Schuh, J.H. (1988). In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 227-260). Springfield, IL: Thomas.

Ambler, D.A. (1989). Designing and managing programs: The administrator role. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 247-264). San Francisco: Jossey-Bass.

Forrest, L. (1989). Guiding, supporting and advising students: The counselor role. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 265-283). San Francisco: Jossey-Bass.

10/7 Roles and Models for Practice; Admissions

Speaker: Robert Magee, Admissions, IU-B

Hossler, D. (1988). Admissions and enrollment management. In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 41-69). Springfield, IL: Thomas.

Brown, R.D. (1989). Fostering intellectual and personal growth: The student development role. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 284-303). San Francisco: Jossey-Bass.

Banning, J.H. (1989). Creating a climate for successful student development: The campus ecology manager role. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 304-322). San Francisco: Jossey-Bass.

WHY WE DO WHAT WE DO

10/14 History and Philosophy; Campus Unions

Speakers: Winston Shindell and Donald Luse, Indiana Memorial Union

Fenske, R.H. (1989). Historical foundations of student services. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 5-24). San Francisco: Jossey-Bass.

Fenske, R.H. (1989). Evolution of the student services profession. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 25-56). San Francisco: Jossey-Bass.

American Council on Education (1937). The student personnel point of view. Washington, D.C.: American Council on Education. [Reprinted in G.L. Saddlemire and A.L. Rentz (Eds.) (1986), Student affairs: A profession's heritage (rev. ed.) (pp. 74-85). Alexandria, VA: American College Personnel Association.]

American Council on Education (1949). The student personnel point of view. Washington, D.C.: American Council on Education. [Reprinted in G.L. Saddlemire and A.L. Rentz (Eds.) (1986), Student affairs: A profession's heritage (rev. ed.) (pp. 74-85). Alexandria, VA: American College Personnel Association.]

National Association of Student Personnel Administrators (1987). A perspective on student affairs. Washington, D.C.: National Association of Student Personnel Administrators. [review pp. 9-13, Sept. 9 reading]

10/21 History and Philosophy; Student Activities

Speaker: Richard McKaig, Dean of Students, or TBA (???), Student Activities Director, IU-B

Saddlemire, G.L. (1989). Student activities. In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 261-283). Springfield, IL: Thomas.

Lyons, J.W. (1990). Examining the validity of basic assumptions and beliefs. In M.J. Barr and M.L. Upcraft (Eds.), New futures for student affairs (pp. 22-40). San Francisco: Jossey-Bass.

Morrill, R.L., & Mount, C.E., Jr. (1986). In loco parentis revisited? Change, 18(1), 34-40.

Pass, R.A. (1986). In loco parentis revisited? Change, 18(1), 34-40.

Position/Issue Paper II due

10/28 Theory Bases; Career Services

Speaker: Kate Mulligan, COAS Career Planning and Placement, IU-B

Kroll, J., & Rentz, A.L. (1988). Career planning and placement. In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 71-100). Springfield, IL: Thomas.

Miller, T.K., & Prince, J.S. (1976). The future of student affairs (pp. 1-25). San Francisco: Jossey-Bass.

Rodgers, R.F. (1989). Student development. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 117-164). San Francisco: Jossey-Bass.

Last chance to turn in revisions of Paper I

11/4 Theory Bases; Counseling

Speaker: Nancy Buckles, Counseling and Psychological Services, IU-B

Yarris, E. (1989). Counseling. In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 101-126). Springfield, IL: Thomas.

Huebner, L.A. (1989). Interaction of student and campus. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 165-208). San Francisco: Jossey-Bass.

Kuh, G.D. (1989). Organizational concepts and influences. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 209-242). San Francisco: Jossey-Bass.

HOW WE DO IT

11/11 Diversity on Campus; Assessment and Evaluation

Speaker: Michael Gordon, Vice Chancellor for Campus Life, IU-B

Blake, E., Jr. (1987). Equality for blacks: Another lost decade or new surge forward? Change, 19(3), 10-13.

Fields, C. (1988). The Hispanic pipeline: Narrow, leaking, and needing repair. Change, 20(3), 20-27.

Sedlacek, W.E. (1987). Black students on white campuses: 20 years of research. Journal of College Student Personnel, 28, 484-495.

Lenning, O.T. (1989). Assessment and evaluation. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 327-352). San Francisco: Jossey-Bass.

Council for the Advancement of Standards for Student Service/Development Programs (1986). CAS Standards and Guidelines for Student Services/Development Programs. Iowa City, IA: American College Testing Program.

Last chance to turn in revisions of Paper II

11/18 Teaching, Training, Counseling and Advising; Discipline

Speaker: Robert Weith, Student Ethics, IU-B

Dannells, M. (1988). Discipline. In A.L. Rentz and G.L. Saddlemire (Eds.), Student affairs functions in higher education (pp. 127-154). Springfield, IL: Thomas.

Fried, H.J. (1989). Teaching and training. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 353-371). San Francisco: Jossey-Bass.

Winston, R.B. (1989). Counseling and advising. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 371-400). San Francisco: Jossey-Bass.

Position/Issue Paper III due

11/25 Program Development; Student Affairs Work in Professional Schools

Speaker: Mitch Kirsch, MBA Programs, IU-B

Morrill, W.H. (1989). Program development. In U. Delworth, G.R. Hanson and Associates (Eds.), Student services: A handbook for the profession (pp. 420-440). San Francisco: Jossey-Bass.

Barr, M.J., & Keating, L.A. (1979). No program is an island. In M.J. Barr and L.A. Keating (Eds.), Establishing effective programs. New Directions for Student Services, No. 7 (pp. 13-28). San Francisco: Jossey-Bass.

Functional Area Report due

12/3 Professionalism and Professional Organizations

Stamatakos, L.C. (1981). Student affairs progress toward professionalism: Recommendations for action (Part 1). Journal of College Student Personnel, 22, 105-113.

Stamatakos, L.C. (1981). Student affairs progress toward professionalism: Recommendations for action (Part 2). Journal of College Student Personnel, 22, 197-207.

12/9 Metaphors and Integrating Perspectives

Silverman, R.J. (1981). The potential of metaphor for student personnel work. Journal of College Student Personnel, 22, 60-64.

Kuh, G.D. (1984). A framework for understanding student affairs work. Journal of College Student Personnel, 25, 25-31.

Banning, J.H. (1984). Comment: Kuh's framework for understanding student affairs work. Journal of College Student Personnel, 25, 31-32.

Hanson, G.R. (1984). Comment: Can we be multidisciplinary and effective? Journal of College Student Personnel, 25, 33-35.

Nicholls, G. (1984). Comment on "A framework for understanding student affairs work" by George Kuh. Journal of College Student Personnel, 25, 35-36.

Kuh, G.D. (1984). Response: It's more complicated than that. Journal of College Student Personnel, 25, 37-38.

12/11 Exam due, 5:00 pm

Study Groups

Rationale

The research evidence is unequivocal. Learning is enhanced when people discuss what they are studying and solve problems in small groups. One of the more recent examples is the study conducted as part of the Harvard Assessment Seminars which found that the instructional tactic most likely to increase student learning is to subdivide large classes into study groups of 4-5 students.

Guidelines

Study Groups are expected to meet at least weekly, at a time and place to be determined by the Group, for the amount of time needed to accomplish the following: (a) share major points from Reflection Papers; (b) discuss salient, complex points from the readings and class lectures/discussions; (c) apply concepts from readings and class lectures/discussions to their assistantship/practicum/work settings and to other courses; (d) make certain all members of the Group understand the material; and (e) complete Study Group tasks assigned by the instructors (e.g., Functional Area Report).

Reflection Paper

Rationale

To set personal goals for professional development requires an enlightened awareness of one's strengths and weaknesses relative to the profession. Therefore, one must continually evaluate oneself and explore interests, abilities, and values to determine how these relate to personal and professional objectives. The primary purpose of the Reflection Paper is to provide an opportunity to think about yourself as you begin the program and for the faculty to know you better. In this sense, the paper serves as a benchmark estimate of your level of professional development and can be reviewed periodically to monitor your progress.

Guidelines

This paper is to be a succinct summary (no more than five typed double-spaced pages) of where you presently "are." What are your major interests, what do you value in life, in what activities do you excel? How did you select student affairs work or higher education as a career and in what ways are your interests, abilities, and values congruent with the profession? What are your strengths vis-a-vis student affairs or higher education administration as you presently understand these areas? What personal development challenges have you set for yourself? What questions do you have about the profession, about yourself, about how you "fit in" in student affairs work? What are your goals for this program? For this course?

The paper will not be graded although feedback on writing style and organization will be provided. Two copies of the paper are needed, one for feedback to you, the other for review by interested departmental faculty.

Position and Issue Papers

Rationale

Administrators spend a good deal of time writing memoranda or reports that describe issues facing their institutions and administrative units. Sometimes they are invited (required) to draft proposals for new programs or to justify existing programs or activities. These documents are read by a broad spectrum of faculty, students, and administrators—sometimes trustees, alumni, parents, and others. Many of these people have little or no knowledge of what a student affairs professional does. Thus, one's ability to present arguments clearly, concisely, and persuasively (with appropriate documentation) is more than a desirable skill; it is absolutely necessary!

Developing a crisp, analytical writing style is an important objective of the HESA program and the Position/Issue Paper assignments. As with most skills, practice is essential ("We learn by doing"—John Dewey). Therefore, Paper I may be rewritten as many times as desired; the last date a revision of Paper I will be accepted is October 22. Position paper II can be rewritten once; this revision must be turned in by November 5. Paper III cannot be revised.

General Guidelines

To prepare a Position or an Issue Paper, you will probably have to read beyond class assignments and perhaps interview one or more persons. See me if you wish the names and telephone numbers of persons to contact who may have something to contribute to the topic or issue you have chosen. The Higher Education Abstracts (formerly College Student Personnel Abstracts) and Education Abstracts are good sources for locating articles. Other excellent resources include: AAHE Bulletin, Journal of College Student Development (formerly Journal of College Student Personnel), National Association of Student Personnel Administrators (NASPA) Journal, Initiatives: Journal of the National Association of Women Deans, Administrators, and Counselors (NAWDAC) Journal, Journal of Higher Education, Research in Higher Education, Review of Higher Education, Change, College and University, Junior and Community College Journal, Harvard Educational Review, Teachers College Record, Kappan, and the many specialty journals in student affairs (e.g., ACU-I Bulletin, ACUHO Journal). Also, The Chronicle of Higher Education is an excellent resource.

All writing assignments in the HESA program adhere to the reference and mauscript style guidelines described in the Publication Manual of the American Psychological Association (1983, 3rd edition) which is available in the library as well as local bookstores. Attend in particular to pages 107-133. It is desirable to have at least one reference for each alternative or point of view discussed; also feel free to incorporate material obtained through interviews. References should be listed at the end of the paper.

Guidelines for Position Paper

A position paper should:

(a) Define and clarify, for campus level decisionmakers (or another group you identify), a current issue in the context of a particular type of IHE;

(b) Be written from the perspective of the head of an administrative unit in the form of a memorandum (i.e., you must indicate to whom the memo is being sent including copies and your title/role);

(c) Describe and briefly discuss two or more alternatives to the status quo or the positions of people in other offices or programs with an interest in the issue or problem;

(d) Persuasively present the preferred option/institutional position related to the issue;

(e) A position paper can be as brief as four paragraphs: (1) one paragraph to describe and clarify the issue/problem and the status quo on your campus, (2) one paragraph to present one alternative, (3) one paragraph to present another alternative, and (4) the final paragraph to present your preferred option. In no instances can the position paper be more than four pages, double spaced, including references;

(f) Possible topics for Position Papers include: increase the mandatory student health fee or make health services available on a user charge basis; increase the mandatory legal services fee as part of the student activities fee or make legal services available on a user charge basis only; increase student activities fee to construct a recreational sports facility (or something else); make advising in the residence halls part of a faculty member's assignment; use some institutional funds presently earmarked for need-based aid for no-need scholarships; convert some co-educational housing space to single sex units (or vice-versa); earmark some residence hall living space for minority students or disabled students or adult learners; disband the judicial system and use local government authorities to adjudicate rule/policy violations; restore the concept of in loco parentis when dealing with students under the age of majority; transfer responsibility for residence life programs from the Dean of Students to the Business Manager; eliminate athletic grant-in-aids and transfer the funds to minority recruitment/scholarships programs; convert unoccupied residence hall space for faculty or administrative offices or student government and student group offices or single rooms for students; shift from a voluntary to mandatory new student orientation program; use different admission criteria for underrepresented groups of students. These are examples only. Please feel free to select an issue presented in one of the readings or another issue or problem facing college and university administrators.

Guidelines for Issue Paper

An issue paper should:

(a) Identify and discuss for the reader an important, current issue in the higher education and student affairs literature;

(b) Be written from an analytical, objective third person point of view;

(c) Identify and briefly discuss at least one advantage (pro) and at least one disadvantage (con) related to the issue;

(d) Each paragraph (e.g., advantage and disadvantage arguments) must have at least one citation from the literature or interview;

(e) Conclude by recommending the appropriate position to adopt related to the issue.

(f) The paper can be as brief as four paragraphs; one paragraph to delineate the issue, one to give the "pro" side of the issue, one to give the "con" side, and one to state your conclusions. The issue paper cannot be more than three pages in length including references.

(g) Possible topics for Issue Papers include: whether the student development educator perspective is appropriate for residence life/ student activities/financial aids/etc. staff; whether discipline is an appropriate role function for residence life staff; whether one campus organization or unit should be responsible for scheduling all major concerts; whether a health service fee should be mandatory for all students; whether university agents such as the Dean of Students or residence life staff should confiscate alcohol in university-owned buildings; whether master's level preparation in student development should be required for all professional student affairs workers; whether the university should provide students with low or no cost legal services or health services) as part of dedicated student fees; whether preparation in counseling techniques and theory is necessary for student affairs staff; whether hazing is sufficient grounds to dissolve a fraternity or sorority; whether rape awareness workshops should be included in orientation programs. As with examples given for Position Paper topics, these topics are illustrative of the kind of issues that can be addressed in an Issue Paper. Please feel free to select an issue presented in one of the readings or another issue or problem facing student affairs professionals.

Functional Area Report
(Study Group Project)

Rationale

To make effective referrals, to establish collaborative programming efforts, and to have a comprehensive understanding of the campus environment, one must be familiar with as many areas of student affairs as possible. Because every campus environment is different and made up of various sub-environments, meeting and interviewing student affairs workers in their work settings provides an opportunity to compare the actual campus operation with theoretical and research material. In addition, student affairs staff must also have well developed interviewing and observation skills to obtain accurate information and assess needs for programs and services. Because few efforts to discover aspects of the campus environment (or to plan or implement programs and so on) are conducted by a single person, many student affairs professionals spend a substantial portion of their time working in groups. The Functional Area Report is an opportunity to further develop one's ability to work with colleagues on a substantive task.

Procedure

The following questions are guidelines for gathering information for the report (and whatever else is required to learn about the area):

(a) Is the office more service oriented or more developmentally oriented?

(b) What kinds of people work there (personality, training)?

(c) What do your interviewees like and dislike about their jobs?

(d) Where do your interviewees see themselves going professionally in the future?

(e) What skills do they see as important in the area in which they work?

(f) What is a typical day like?

(g) What advice would they give a student who wants to enter their area of student affairs work?

Compare your observations with what people tell you. Do your impressions "fit"? To what extent and in what ways does your on-site information agree or disagree with material you have read. Which of the models, theories or perspectives from Delworth and Hanson (campus ecology, administrator, etc.)—either singly or in combination—are most helpful in understanding and appreciating what staff in this area do? Provide examples whenever possible to document your observations. Papers should be no longer than 20 pages, double-spaced and typed.

Evaluation of Performance

The final grade will be based on the quality of performance in four areas:

(a)	Class participation	15%
(b)	Three Issue or Position Papers	30% (10% each)
(c)	Functional Area Report (Study Group project)	20%
(d)	Peer Study Group Assessment (includes contribution to weekly meetings and Functional Area Report)	10%
(d)	Exam (take home)	25%

For a grade of A, one must earn at least 85% of the total number of points across all assignments. For example, 4+ points or higher out of a possible 5 points on a Position or Issue Paper is an A; if the exam has 30 points, 25.5 points or more is an A.

For a grade of B, at least 75% of the total number of points is needed (i.e., a 4- on a Position or Issue Paper or at least 22.5 points on the exam).

A grade of C equals between 65% and 74% of the point total. Less than 65% is a D, a failing grade in graduate school.

A copy of the School of Education grading policy is attached.

School of Education
Indiana University

GUIDELINES FOR GRADES IN GRADUATE EDUCATION COURSES

1. The following definitions of letter grades are a guide to the evaluation of student performance and an indication to students as to what level of performance earns a given grade.

A Extraordinarily high achievement; shows unusually complete command of the course content and exceptionally high degree of originality and/or scholarship.

A- Outstanding achievement; thorough command of the course content.

B+ Very good work; above average in performance and comprehension.

B Good work; solid and acceptable performance.

B- Fair; acceptable performance on most but not all aspects of the course.

C+ Not wholly satisfactory; marginal performance on several aspects of the course.

C Marginal; minimal performance or comprehension regarding important aspects of the course.

C- Largely unsatisfactory; inadequate performance or comprehension regarding most aspects of the course.

D+, D, D- Unacceptable work; performance or comprehension falls substantially below acceptable standards.

F Wholly unacceptable; little or no command of the course content.

Counseling by the department is recommended if the final grade is C or below; Student's suitability for continuation in the program should be reconsidered if the final grade is below C-.

2. The above definitions are to be applied to all levels of graduate courses in the School of Education. In 400 and 500 level Education courses taken for graduate credit the modal grade is expected to be B. This means that more Bs (including B+ and B-) will be awarded than any other grade. Cs should not be unexpected, particularly in larger enrollment classes. Students in 600 and 700 level Education courses are assumed to be more highly selected and more highly motivated than those in lower numbered courses, consequently they are expected to perform very well. It would not be unusual, therefore to have distributions with more A's than any other grade in these classes.

NOTE: The School of Education requires an average of 3.0 to remain in good standing. No grade lower than a C counts toward a degree. Any graduate program expects students to earn more A's than C's, but C's <u>will</u> be given for marginal work.

C665: Higher Education Administration

Spring, 1991

Instructor: George D. Kuh
Office: 812-885-0175; Home: 812-334-0712

Class meets Tuesdays, 2:45-5:20 p.m., in the Wendell W. Wright Building, Room 315.

The purpose of the course is to provide an overview of administrative functions and processes in institutions of higher education (IHEs). Students will be encouraged to use multiple perspectives to understand and appreciate college and university administration. More specifically, students can expect:

(a) to become familiar with selected literature on administrative functions in IHEs;

(b) to become familiar with contextual factors that impose constraints on an administrator's behavior and/or provide opportunities to demonstrate leadership in increasingly complicated, pluralistic institutions of higher education (IHEs);

(c) to use tacit information and multiple frameworks to understand and adapt managerial processes such as decision-making, cost containment, and personnel selection and evaluation to particular contexts and problems.

Evaluation

Clarity of expression in class discussions and in written work is highly valued.

Evaluation of performance will be based on:

(a) Two papers (15% each)	30
(b) In-class quiz	15
(c) Take-home final examination	35
(c) Participation in and contribution to class discussions	20
Total points	100

For a grade of A, a student must earn at least 85 points across all assignments. For a grade of B, at least 75 points is needed. A grade of C equals between 65 and 74 points. Less than 65 points is a D, a failing grade in graduate school. A copy of the School of Education grading policy is attached.

A Few Guidelines for The Papers

Each paper is worth 15 points or 15% of the course grade. The papers are to address a specific issue taken from the list of topics presented in the course outline which follows. Because the papers are relatively short, a subtopic or issue within a topic should be the focus of the paper, not the general topic. For example, it is not possible to address, at the level of specificity expected from advanced graduate students, the status and roles of professionals in IHEs, the focus for class discussion on January 29. Selecting/defining a wieldy topic/subtopic is a critical step!

Wieldy subtopics or issues from within that topical area might include the reasons for the status differential between faculty and administrators, or among academic units (e.g., College of Arts and Sciences and professional schools), the relationship between administrators and faculty, morale or productivity, and the role conflict of middle managers.

Comparative analysis is another approach for focusing one or both papers. For example, one could compare the kind and amount of autonomy of faculty with that of administrators or contrast two or more decisionmaking approaches (February 12 and 19) or the incentives that undergird different budgeting systems (February 26) or cost containment strategies (March 5 and 26).

As this is an overview course, I encourage you to write on topics: (a) with which you are not necessarily familiar (i.e., if you are director of academic computing, select a topic other than computing for one of your papers), and (b) from different topical collections (e.g., status and roles, decisionmaking, change processes, personnel management, leadership) rather than focus two or three of the papers in one area such as decisionmaking or personnel management. If you have a strong preference about this, let's talk about it. Also, I'll be happy to discuss potential paper topics with you. Give me a call!

It is not necessary to use several paragraphs (or worse, pages) introducing the substantive discussion of the topic. Of course a brief (one to two pararagraphs) warrant statement (i.e., why the topic merits our attention) is necessary. Move into the examination of the topic as quickly as possible.

Typically the weakest section of professional articles and books is the implications section. That's because the folks who write most of that stuff are academics. Since this is a course about administration, please devote a reasonable chunk of space (about two pages or so) to the implications of your analysis for administrators. What should/could practitioners and scholar-practitioners do differently now that you've analyzed the area for them?

Class and Reading Assignments

January 8 — Overview: Higher education since 1940; administration as organizational sensemaking.

Reading: Bonner (1986)

Context

January 15 — National system and institutional diversity; the technical core of higher education

Readings: Selected pages from The Chronicle of Higher Education Almanac and the American Council of Education 1989-90 Fact Book; Baldridge et al. (1983, pp. 48-68), Carnegie Foundation for the Advancement of Teaching (1990a, 1990b)

January 22 — Policy development and implementation (federal, state, local)

Readings: Volkwein (1987); Krotseng (1990); Lipsky (1980, pp. 3-25)

January 29 — Status and roles of professionals in IHEs

Readings: Austin & Gamson (1983, pp. 16-65), Altbach (1981); Clark (1989); McDade (1987, pp. 1-20); Hansen & Guidugli (1990)

Managerial Roles, Functions and Processes

February 5 — Role of middle managers

Readings: Scott (1978, pp. 3-9, 26-48, 57-62); Penn (1990); Miner & Estler (1985); Miller (1989); Weingartner (1989)

Paper I due

February 12 — Approaches to decisionmaking (rational, bureaucratic, collegial, political, organized anarchy, historical)

Readings: Baldridge et al. (1977); Chaffee (1983, pp. 5-28); Cohen & March (1974, pp. 81-91); March (1984, pp. 18-35); Tierney (1988); Neustadt & May (1986, pp. 232-246); Birnbaum (1989)

February 19	Decisionmaking continued In-class quiz
February 26	Resource management: Incentives and budgets Readings: Meisinger & Dubeck (1984, pp. 3-9, 39-64); Tonn (1978); Zemsky, Porter & Oedel (1978); "The lattice and the ratchet" (1990)
March 5	Resource management continued: Cost containment and decline Readings: Zemsky & Massy (1990); Gardner, Warner & Biedenweg (1990); Johnstone (1990); Zammuto (1986); Chabotar & Honan (1990); Ashar & Shapiro (1990)
March 12	No class--Spring Break
March 19	No class--ACPA Annual Meeting (Atlanta)
March 26	Cost containment and the management of decline continued
April 2	Issues in personnel management (recruitment, selection, motivation, satisfaction, retention, evaluation) Readings: Locke, Fitzpatrick & White (1984); Louis (1980); Van Maanen (1984); Kaplowitz (1986, pp. 5-20, 35-62)
April 9	Personnel management continued Paper II due
April 16	Leadership Readings: Gardner (1986a, 1986b); Bensimon, Neumann & Birnbaum (1989, pp. iii-v, 35-50, 69-80), Vaill (1984); Cohen & March (1974, pp. 195-229); Neumann (1990); Whetten & Cameron (1985); Birnbaum (1988, Chapters 8 and 9)
April 23	Leadership continued, current issues and summary Readings: Hutchings & Marchese (1990); Smith (1990); TBA
April 30	No class--Take-home examination due, 5:00 p.m.

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School of Education
Indiana University

GUIDELINES FOR GRADES IN GRADUATE EDUCATION COURSES

1. The following definitions of letter grades are a guide to the evaluation of student performance and an indication to students as to what level of performance earns a given grade.

A Extraordinarily high achievement; shows unusually complete command of the course content and exceptionally high degree of originality and/or scholarship.

A- Outstanding achievement; thorough command of the course content.

B+ Very good work; above average in performance and comprehension.

B Good work; solid and acceptable performance.

B- Fair; acceptable performance on most but not all aspects of the course.

C+ Not wholly satisfactory; marginal performance on several aspects of the course.

C Marginal; minimal performance or comprehension regarding important aspects of the course.

C- Largely unsatisfactory; inadequate performance or comprehension regarding most aspects of the course.

D+, D, D- Unacceptable work; performance or comprehension falls substantially below acceptable standards.

F Wholly unacceptable; little or no command of the course content.

Counseling by the department is recommended if the final grade is C or below; Student's suitability for continuation in the program should be reconsidered if the final grade is below C-.

2. The above definitions are to be applied to all levels of graduate courses in the School of Education. In 400 and 500 level Education courses taken for graduate credit the modal grade is expected to be B. This means that more Bs (including B+ and B-) will be awarded than any other grade. Cs should not be unexpected, particularly in larger enrollment classes. Students in 600 and 700 level Education courses are assumed to be more highly selected and more highly motivated than those in lower numbered courses, consequently they are expected to perform very well. It would not be unusual, therefore to have distributions with more A's than any other grade in these classes.

NOTE: The School of Education requires an average of 3.0 to remain in good standing. No grade lower than a C counts toward a degree. Any graduate program expects students to earn more A's than C's, but C's <u>will</u> be given for marginal work.

UNIVERSITY OF PITTSBURGH
Graduate School of Education
Department of Administrative and Policy Studies
Fall, 1992

Course: Issues of Race and Racism in Education and Society
ASMPS #2150 & ED # 2103/ Room 5E57

Professor: Bruce Anthony Jones

Office: 5N29 Forbes Quad (648-7041)

INTRODUCTION and COURSE DESCRIPTION

This course examines issues of race and racism from a political, historical, social and economic standpoint. Emphasis, in particular, is placed on the underlying political and historical assumptions about race and racism and how these assumptions related to phenomenon in education and society at-large. These assumptions are also examined with their role in the policy and international arena.

There are four essential questions with regard to the focus on society, education, and race:

1. To what extent do individuals and groups in society and our communities possess a "sense of belonging" or empowerment along political, social and economic lines?

2. What is the nature of the connection, that is, "institutional interconnectedness" between institutions in society and our communities with individuals and other institutions along political, social and economic lines?

3. What has been and what is the role of education with "engaging or disengaging: individuals, groups, and institutions along political, social and economic lines?

4. What role has race played with the development of society as this relates to the questions posed above along political, social and economic lines?

REQUIRED READING

Martin Marger, Race and Ethnic Relations: American and Global Perspectives. 2nd Edition. California: Wadsworth Publishing Company, 1991.

Barry Troyna & Bruce Carrington, Education, Racism and Reform. London: Routledge 1990.

Supplemental

--Racial Crisis in American Higher Education, by Altbach
--Minorities in American Society, by Marden
--Pipe Dreams: Racism and the War on Drugs, by Lusane
--Black Athena, by Bernal

Additional readings to be handed out during class

CORE REQUIREMENTS

1. Attendance and participation with discussion at class sessions

2. Three-quarter exam (essay)

3. Paper and class presentation of paper

SECTIONS

Part One

Origins and Causes:

-Historical overview of race and racism in American society

Theoretical Issues:

-Sociopolitical concepts
-Race and Ethnicity

Read Marger (Chapters 1-4)

Part Two

Race/Racism and Ethnic Group (General) Experience:

-Immigration (Voluntary/Involuntary)
-Assimilation, Melting Pot, Pluralism

Read Marger (Chapters 5-9)

Part Three

Political Theory and Comparison in Experience Between Black Ethnic and White Ethnic Groups:

Part Four

Comparative perspectives on Race and Racism in other Societies

Read Marger (Chapters 10-13)

Part Five

Issues in Public Schooling

-Race and Public Schooling
-Race, Education and Law
-School Desegregation
-School Equity and Finance
-Disenfranchised (Schools and Communities)
-Instruction and Curriculum Issues

Part Six

Issues in Higher Education:

-History in HBI's and PWI's
-Racism on the University Campus
-Affirmative Action
-Race and Racism in University Research
-Curriculum Reform

Part Seven

Technology, Communications and Racism:

-Mass Media
-Language Adoption and Usage

Part Eight

Future Issues -- Race and Racism in Society and Education

COURSE HIGHLIGHTS

Faculty form the School of Education and representatives of organizations from the Pittsburgh community will be invited to speak about topics related to the course.

Students are encouraged to attend the Alternatives to Intolerance program, hosted by the University Counseling and Student Development Center, on Thursday, September 17, 1992 at 7:00 - 9:00 pm. "This program has emerged as the feature evening activity for the week-long Celebration of Diversity at the University of Pittsburgh.

VHS presentations:

"A Class Divided." A PBS Frontline Series on Discrimination. Host: Judy Woodruff.

"Kids and Racism." A WTAE Great Expectations Series on dealing with racism in the high schools. Host: Ann Devlin.

"Racism 101." A PBS Frontline Series on the racial conflict among American institutions of higher education.

State University of New York at Buffalo
Graduate School of Education
Department of Educational Organization, Administration and Policy

Comparative Higher Education
(OAP 511)

Philip G. Altbach
428 Baldy Hall
Tel: 636-2487

Spring 1992

Comparative Higher Education is intended to provide a broad cross-cultural perspective on important issues related to higher education, The course will focus both on topics such as reform, student political activism, the governance of universities, foreign students and the academic profession and on key world regions.

This course requires active participation in class discussion and it is particularly important for students to keep up with the required readings. There are two main course requirements:

1. A research paper of a maximum of 20 double spaced pages. This paper may be on one of the topics considered in the course or on another topic relating to the overall themes of the course. The paper should deal with one or more countries (excluding the United States). The term paper is due in class on April 21. Approximately 40% of the grade will be based on the term paper.
2. A take-home essay examination. This exam will be based on the required course readings and on the main topics in the course. The exam questions will be distributed in class on May 5 and will be due a week later on May 12 (exams may be either delivered to the OAP office, 468 Baldy Hall by 4 pm on the 12th or can be mailed to the OAP office so long as the postmark is May 12). *No extensions are possible on the examination.* Approximately 40% of the course grade will be based on the exam. About 20% of the course grade will be based on participation in class discussion.

The following materials will be used as the main readings in the course. Books are available at the University Bookstore.

Philip G. Altbach, Higher Education in the Third World (New York: Advent, 1987).

In addition, a selection of course readings will be available in photocopied format from Kinkos Copies, 2929 Sheridan at Eggert (Kinkos is open 24 hours per day). Due to copyright restrictions, not all of the required materials are available in this selection.

All required readings are available at the Reserve Desk at Lockwood Library. Recommended books are not on reserve and are listed in the syllabus only as a guideline for further research. They are typically not discussed in class and are not required for any examination. A key resource for research is P. G. Altbach, International Higher Education: An Encyclopedia (New York: Garland Press, 1991). This two volume set is available in Lockwood Library Reference.

Course Schedule

January 21 *Perspectives on Comparative Higher Education*

Required reading

Philip G. Altbach, "Patterns in Higher Education Development: Toward the Year 2000," Review of Higher Education 14 (Spring, 1991), pp. 293-315

Burton Clark, "The Insulated Americans: Five Lessons from Abroad," in P. Altbach and R. Berdahl, eds., Higher Education in American Society (Buffalo, NY: Prometheus, 1987), pp. 315-326.

Martin Trow, "The Expansion and Transformation of Higher Education" International Review of Education 18 (No. 1, 1972), pp. 61-83.

Edward Shils, "The Modern University and Liberal Democracy," Minerva 27 (Winter, 1989), pp. 425-460.

Clark Kerr, "The Internationalization of Learning and the Nationalization of the Purposes of Higher Education: Two 'Laws of Motion' in Conflict?" European Journal of Education 25 no. 1 (1990), pp. 5-22.

Recommended reading:

Clark Kerr, "Comparative Effectiveness of Systems," in Clark Kerr, et al., 12 Systems of Higher Education (New York: ICED, 1978), pp. 157-177

Philip G. Altbach, Comparative Higher Education (London: Mansell, 1979)

Philip G. Altbach, "Perspectives on Comparative Higher Education: A Survey Research and Literature," in Higher Education in International Perspective: Survey and Bibliography, edited by P. Altbach and D. Kelly, (London: Mansell, 1985), pp. 3-51.

Edward Shils,"The Academic Ethos Under Strain," Minerva 13 (Spring, 1975), pp. 1-37.

Joseph Ben-David, " Universities", in International Encyclopedia of Social Sciences (New York: Macmillan, 1968), pp. 191-199.

January 28 *The History of Universities*

Required reading:

Harold Perkin, "History of Universities," in International Higher Education: An Encyclopedia, ed., P. Altbach (New York: Garland, 1991), pp. 169-204

Joseph Ben-David and A. Zloczower, "Universities and Academic Systems Systems in Modern Societies," European Journal of Sociology 3 (1962), pp. 45-84.

Joseph Ben-David, Centers of Learning: Britain, France, Germany, United States (New York: McGraw-Hill, 1977), pp. 9-29.

Recommended reading:

Charles Haskins, The Rise of Universities (Ithaca, NY: Cornell University Press, 1957)

Eric Ashby, Universities: British, Indian African (Cambridge, Mass.: Harvard University Press, 1966)

James Kittelson and Pamela Transue, eds., Rebirth, Reform and Resilience: Universities in Transition, 1300-1700 (Columbus, Ohio: Ohio State University Press, 1984)

John Baldwin and Richard Goldthwaite, eds., Universities in Politics (Baltimore: Johns Hopkins University Press, 1972)

Lawrence Stone, ed. The University in Society (Princeton, NJ: Princeton University Press, 1974), 2 volumes.

A. E. Cobban, The Medieval Universities: Their Development and Organization (London: Metheun, 1975)

Leslie Domonkos, "History of Higher Education," in A. Knowles, ed., International Encyclopedia of Higher Education (San Francisco: Jossey-Bass, 1977), pp. 2017-2040.

Eric Ashby, "The Future of the 19th Century Idea of a University," Minerva 6 (Autumn, 1967), pp. 3-17.

February 4: *Issues in Governance and Organization*

Required reading:

James A. Perkins, "Organization and Functions of the University," in The University as an Organization, ed. James Perkins (New York: McGraw Hill, 1973), pp. 3-14.

Burton Clark, "Work," in Burton Clark, The Higher Education System (Berkeley, Calif.: University of California Press, 1983), pp. 28-71

Barbara Burn, "Comparisons of Four Foreign Universities," in The University as an Organization, pp. 79-105.

Roger Geiger, "Public and Private Sectors in Higher Education: A Comparison of International Patterns," Higher Education 17 (No. 6, 1988), pp. 699-711.

Robert Berdahl, "Higher Education and Government Relations in Western Europe," Educational Record 72 (Fall, 1991), pp. 50-57.

Klaus Hufner, "Accountability," in International Higher Education: An Encyclopedia, pp. 47-58.

Recommended reading:

Rune Premfors, "Higher Education as a Political Issue Area: A Comparative View of France, Sweden and the United Kingdom," Higher Education 9 (May, 1980), pp. 325-344.

Oliver Fulton, "Needs, Expectations and Responses: New Pressures on Higher Education," Higher Education 13 (April 1984), pp. 193-223.

Hans Ascherman, "Select Retrenchment and Growth in the Netherlands," International Journal of Institutional Management in Higher Education 12 (No. 1, 1988), pp. 41-48.

Andrew Geddes, "The Quest for Institutional Autonomy in the Dutch Higher Education Sector," Higher Education 20 (July 1990), pp. 1-10.

February 11: *The Academic Profession*

Required reading:

Philip G. Altbach, "The Academic Profession," in International Higher Education: An Encyclopedia pp. 23-46.

Guy Neave, "The Changing Face of the Academic Profession in Western Europe," European Journal of Education 18 (No. 3, 1983), pp. 217-228.

Burton Clark, "Conclusions," in The Academic Profession, edited by Burton Clark, (Berkeley, Calif.: University of California Press, 1987), pp. 371-400.

Philip G. Altbach, ed., Comparative Perspectives on the Academic Profession (New York: Praeger, 1978), any two case study chapters

Recommended reading:

G. P. Kelly and S. Slaughter, eds. "Special issue on Women in Academe," Higher Education 17 (No. 5, 1987), pp. 479-601.

Clark Kerr, "The Academic Ethic and University Teachers: A 'Disintegrating Profession?'" Minerva 27 (Summer-Autumn, 1989), pp. 139-156.

E. C. Ladd, Jr and S. M. Lipset, "The Divided Academy: Professors and Politics (New York: McGraw-Hill, 1975)

A. H. Halsey and Martin Trow, The British Academics (Cambridge, Mass.: Harvard University Press, 1971)

Thomas Eisemon, The Science Profession in the Third World: Studies from India and Kenya (New York: Praeger, 1987)

Edward Shils, "The Academic Profession in India", Minerva 7 (Spring, 1969), pp. 345-372

Pierre van den Berghe, Power and Privilege in an African University (London: Routledge and Kegan Paul, 1973)

"The Academic Profession: Recruitment, Promotion and Structure," European Journal of Education, 18 (No. 3, 1983), pp. 217-268.

Irene Gilbert, "The Indian Academic Profession," Minerva 10 (July 1972), pp. 384-411.

February 18: *Student Politics and Culture*
(Note: Class meets on Tuesday despite official University schedule)

Required reading:

Philip G. Altbach, "Student Political Activism," in International Encyclopedia of Comparative Higher Education, pp. 247-260.

Philip G. Altbach, Higher Education in the Third World (New York: Advent Books, 1987), pp. 105-156.

Daniel C. Levy, "The Decline of Latin American Student Activism," Higher Education, 22 (September, 1991), pp. 145-156.

Michael Moffatt, Coming of Age in New Jersey (New Brunswick, NJ: Rutgers University Press, 1989), pp. 25-61.

Recommended reading:

Alexander Astin, The Power of Protest (San Francisco: Jossey-Bass, 1975)

Lewis Feuer, The Conflict of Generations (New York: Basic Books, 1968)

Kenneth Keniston, Youth and Dissent (New York: Harcourt Brace, 1972).

February 25: *Student Political Activism: Case Studies*

Required reading:

Philip G. Altbach and Robert Cohen, "American Student Activism: The Post-Sixties Transformation," in Student Political Activism, edited by Philip G Altbach (Westport, Conn.: Greenwood Press, 1989), pp. 457-473.

Y. G. M. Lulat, "Zambia," in Student Political Activism, pp. 37-56.

Stanley Rosen, "China," in Student Political Activism, pp. 75-90.

John A. Nkinyangi, "Student Protests in Sub-Saharan Africa," Higher Education 22 (September, 1991), pp. 157-174

Hyaeweol Choi, "The Societal Impact of Student Political in Contemporary South Korea," Higher Education 22 (September, 1991), pp. 175-188.

Alexander W. Astin, "The Changing American College Student: Implications for Educational Policy and Practice," Higher Education, 22 (September 1991), pp. 129-144.

Recommended reading:

Jack Whalen and Richard Flacks, Beyond the Barricades: The Sixties Generation Grows Up (Philadelphia: Temple University Press, 1989)

Daniel C. Levy, "Latin American Student Politics: Beyond the 1960s" in Student Political Activism, pp. 315-338.

Todd Gitlin, The Sixties: Years of Hope, Days of Rage (New York: Bantam, 1987)

Philip G. Altbach, ed., Student Politics: Perspectives for the Eighties (Metuchen, NJ: Scarecrow, 1981)

S. M.Lipset and P. G. Altbach, eds., Students in Revolt (Boston: Beacon, 1969)

"Students in Europe Today," European Journal of Education 19 (No. 3, 1984), pp. 253-326.

March 3: *Foreign Students: Problems and Prospects*

Required reading:

William K. Cummings, "Foreign Students" in International Higher Education: An Encyclopedia, pp. 107-126.

Philip G. Altbach, "The New Internationalism: Foreign Students and Scholars," Studies in Higher Education 14 (No. 2, 1989), pp. 125-136.

Philip G. Altbach, "The Foreign Student Dilemma," in P. Altbach, Higher Education in The Third World, pp. 157-180.

Hans Weiler, "The Political Dilemmas of Foreign Study," Comparative Education Review 28 (May, 1984), pp. 168-179.

Recommended reading:

P. G. Altbach and Y. G. M. Lulat, "International Students in Comparative Perspective: Toward a Political Economy of International Study," in Research on Foreign Students and International Study, edited by D. Kelly, P. Altbach and Y, Lulat (New York: Praeger, 1985), pp. 1-65.

Philip G. Altbach, "Impact and Adjustment: Foreign Students in Comparative Perspective," Higher Education 21 (April, 1991), pp. 305-324.

E. Barber, et al., eds., Bridges to Knowledge: Foreign Students in Comparative Perspective (Chicago: University of Chicago Press, 1985).

E. Barber, ed., Foreign Student Flows (New York: Institute of International Education, 1985)

Hugh Jenkins, ed., Educating Students from Other Nations (San Francisco: Jossey Bass, 1984).

Peter Williams, ed. The Overseas Student Question: Studies for a Policy (London: Overseas Student Trust, 1981).

Philip G. Altbach and Jing Wang, Foreign Students and International Study: Bibliography and Analysis, 1984-1988 (Lanham, Maryland: University Press of America, 1989)

March 10: No Class – Spring Vacation

March 17: *University Reform*

Required reading:

Philip G. Altbach, "University Reform", in International Encyclopedia of Comparative Higher Education, pp. 261-274.

Joseph Ben-David, Centers of Learning, pp. 161-182.

Philip G. Altbach, Higher Education in the Third World, pp. 195-212.

Burton R. Clark, The Higher Education System, pp. 182-238.

L. Cerych and Paul Sabatier, Great Expectations and Mixed Performance (Stoke on Trent, England: Trentham Books, 1986), pp. 9-26, 231-258..

Recommended reading:

Philip G. Altbach, University Reform: An International Perspective (Washington, DC: ERIC-AAHE, 1980)

Peter Scott, "Blueprint or Blue Remembered Hills?: The Relevance of the Robbins Report to the Present Reforms of Higher Education," Oxford Review of Education 14 (No. 1, 1988), pp. 33-48.

Ulrich Teichler, Changing Patterns of the Higher Education System (London: J. Kingsley, Publishers, 1989), pp. 51-76.

Arthur Levine, Why Innovation Fails: The Institutionalization and Termination of Innovation in Higher Education (Albany, N. Y.: SUNY Press, 1980).

Philip G Altbach, ed., University Reform: Comparative Perspectives for the Seventies (Cambridge, Mass.: Schenkman, 1974).

Nell Eurich, "Curricular Change and Directions," in Systems of Higher Education in 12 Countries, edited by N. Eurich, pp. 98-132.

"Reforms in Higher Education Systems," Higher Education in Europe 12 (No. 3, 1987), pp. 6-48.

"University Reforms - 1 and 2," Western European Education 2 (Winter, 1970-71) and 3 (Winter, 1972-3)

Keith Watson, "The Higher Education Dilemma in Developing Countries: Thailand's Two Decades of Reform," Higher Education 10 (May 1981), pp. 297-314.

March 24: No Class

March 31: *Scientific Research and Higher Education*

Required reading:

Thomas O. Eisemon and Charles H. Davis, "University Research and Scientific Capacity in Sub-saharan Africa and Asia" in International Higher Education: An Encyclopedia, pp. 275-296.

Joseph Ben-David, "Science and the University System," International Review of Education 18 (1972), pp. 44-59.

William K. Cummings, "The Culture of Effective Science in Japan and the United States," Minerva 28 (Winter, 1990), pp. 426-445.

V. Shiva and J. Bandyopadhyay, "The Large and Fragile Community of Scientists in India," Minerva 28 (Winter, 1980), pp. 275-294.

Philip G. Altbach, "Higher Education and Scientific Development: The Promise of Newly Industrializing Countries," in Scientific Development and Higher Education, by P. Altbach, et al., (New York: Praeger, 1989), pp. 3-30.

Joseph Ben-David, "History, Purpose and Organization of Academic Research," in A. Knowles, ed., International Encyclopedia of Higher Education (San Francisco: Jossey-Bass, 1977), pp. 3585-3590

Recommended reading:

Larissa Lomnitz, "Hierarchy and Peripherality: The Organization of a Mexican Research Institute," Minerva 17 (Winter, 1979), pp. 527-548.

Joseph Ben-David, Fundamental Research and the Universities (Paris: OECD, 1968).

Ronald Amann, "The Soviet Research and Development Systsem: The Pressures of Academic Tradition and Rapid Industrialization," Minerva 8 (April, 1970), pp. 217-239.

Heinz Maier-Leibnitz and Christoph Schneider, "The Status of Academic Research in the Federal German Republic: A Report of Two Surveys and the Testimony of Individual Scientists," Minerva 29 (Spring, 1991), pp. 27-60.

April 7: *Western Europe: Traditions and Change*

Required reading:

P. G. Altbach, "The Management of Decline," Higher Education in Europe 9 (October-December, 1984), pp. 58-64.

Guy Neave, "On Preparing for Markets: Trends in Western Europe, 1988-1990", European Journal of Education 25 (No. 2, 1990), pp. 105-122

Martin McLean, "Higher Education in the United Kingdom: Shopping Mall or Reconciliation with Europe?", European Journal of Education 25 (No. 2, 1990), pp. 157-170.

Joseph Ben-David, Centers of Learning, pp. 29-126.

Guy Neave, "On the Road to Silicon Valley: The Changing Relationship Between Higher Education and Government in Western Europe," European Journal of Education 19 (No. 2, 1984), pp. 111-130.

Edgar Frackman, "Resistance to Change or No Need for Change?: The Survival of German Higher Education in the 1990s", European Journal of Education 25 (No. 2, 1990), pp. 187-202.

Andrew Geddes, "The Question for Institutional Autonomy in the Dutch Higher Education Sector," Higher Education 20 (1990), pp. 1-10.

Recommended reading

Roger Geiger, "European Universities: The Unfinished Revolution," Comparative Education Review 22 (June 1978), pp. 189-202.

Peter Scott, "Blueprint or Blue Remembered Hills?: The Relevance of the Robbins Report to the Present Reforms of Higher Education," Oxford Review of Education 14 (No. 1, 1988), pp. 33-48.

Roger Absalom, "'Practical rather than Declamatory Cooperation': ERASMUS in 1990: An Appraisal," European Journal of Education 25 no. 1 (1990), pp. 39-54.

"Recent Trends in European Higher Education," European Journal of Education 25 (No. 2, 1990), pp. 103-230.

Guy Neave, "Strategic Planning, Reform and Governance in French Higher Education," Studies in Higher Education 10 (No. 1, 1985), pp. 7-20.

"European Universities: Ten Years After 1968," Paedgogica Europaea 13 (No. 2, 1978), pp. 9-111.

Frans van Vught, "A New Autonomy in European Higher Education?: An Exploration and Analysis of the Strategy of Self-regulation in Higher Education Governance," International Journal of Institutional Management in Higher Education 12 (No. 1, 1988), pp. 16-25.

Christopher Driver, The Exploding University (Indianapolis: Bobbs-Merrill, 1972).

"Review of New Trends in European Higher Education," European Journal of Education 15 (No. 1, 1980), pp. 3-96.

Grahame Lock, "The Collectivization of the Dutch Universities," Minerva 27 (Summer, 1989), pp. 157-176.

April 14: *Eastern Europe: The Collapse of Socialism and the Future of the Universities*

Required reading:

George Avis, "Soviet Union" in International Higher Education: An Encyclopedia, pp. 781-798.

Jan Sadlak, "The Development of Higher Educaton in East and Central Europe in the Aftermath of Recent Political Changes" (Unpublished paper, 1991)

Ladislav Cerych, "Renewal of Central European Higher Education: Issues and Challenges," European Journal of Education 25 No. 4 (1990), pp. 351-360.

Stefan Kwiatkowski, "Survival Through Excellence: Prospects for the Polish University," European Journal of Education 25 No. 4 (1990), pp. 391-398.

Tamas Kozma, "Higher Education in Hungary: Facing the Political Transition," European Journal of Education 25 No. 4 (1990), pp. 379-390.

Jan Sadlak, "Poland," in International Higher Education: An Encyclopedia, pp. 751-766.

Recommended reading:

Mervyn Matthews, Education in the Soviet Union: Policies and Institutions Since Stalin (London: Allen and Unwin, 1982)

R. Plasek and M. Vaughan, "The Crisis of Polish Higher Education," Higher Education 16 (No. 1, 1987), pp. 53-62.

V. P. Elyutin, "Present Day Problems Concerning the Development of Education and Training in Higher Eduction Institutions in the USSR," Higher Education in Europe 9 (No. 3, 1984), pp. 87-95.

G. Giles, "The Structure of Higher Education in the German Democratic Republic, Higher Education 7 (May 1978), pp. 131-156.

Jan Kluczynski, "Research on Higher Education in European Socialist Countries," in Higher Education in International Perspective, edited by P. Altbach, et al. (London: Mansell, 1985), pp. 55-88.

V. P. Elyutin, "Higher Education and Social Progress," Soviet Education 27 (No. 11-12, 1985), pp. 74-140.

Jan Sadlak, Higher Education in Rumania (Buffalo, NY: Comparative Education Center, SUNY at Buffalo, 1990).

April 21: *The Third World: Institutional Transfer and Current Developments*
(Term Paper Due)

Required reading:

Philip G. Altbach, Higher Education in the Third World, Chapters, 1, 2, 3 and 12.

Philip G. Altbach, "Twisted Roots: The Western Impact on Asian Higher Education," Higher Education 18 (No. 1, 1989), pp. 9-29.

Ali Mazrui, "The African University as a Multinational Corporation: Problems of Penetration and Dependency," Harvard Educational Review 45 (May, 1975), pp. 191-210.

James S. Coleman, "The Idea of the Developmental University," Minerva 26 (Spring, 1986), pp. 476-494,

Akin O. Adesola, "The Nigerian University System: Meeting the Challenges of Growth in a Depressed Economy," Higher Education 21 (January 1991), pp. 121-133.

Fred M. Hayward, "The Changing African Landscape: Implications for Higher Education," Educational Record 272 (Fall, 1991), pp. 34-39.

Recommended reading:

P. G. Altbach and V. Selvaratnam, eds. From Dependence to Autonomy: The Development of Asian Universities (Dordrecht, Netherlands: Kluwer, 1989)

Ajuji Ahmed, "The Asquith Tradition, the Ashby Reform and the Development of Higher Education in Nigeria," Minerva 27 (Spring, 1989), pp.1-20.

S. Oduleya, "Decline in Nigerian Universities," Higher Education 14 (February, 1985), pp. 17-40

David Court, "The Development Ideal in Higher Education: The Experience of Kenya and Tanzania," Higher Education 9 (November 1980), pp. 657-680.

Daniel C. Levy, "Latin America's Private Universities: How Successful Are They?" Comparative Education Review 29 (November, 1985), pp. 440-459.

V. Selvaratnam, "Higher Education Cooperation and Western Dominance of Knowledge Creation and Flows in Third World Countries," Higher Education 17 (No. 1, 1988), pp. 41-68.

George Pascharopoulos, "The Economics of Higher Education in Developing Countries," Comparative Education Review 26 (June, 1982), pp. 139-159.

Philip G. Altbach, "Literary Colonialism: Books in the Third World," Harvard Educational Review 45 (May, 1975), pp. 226-236.

Rees Hughes and Kilemi Mwiria, "An Essay on the Implications of University Expansion in Kenya," Higher Education 19 (No. 2, 1990), pp. 215-238.

April 28: *The Third World: China and India*

Required reading:

Andre Beteille, "The Indian University: Academic Standards and the Pursuit of Equality," Minerva 12 (Summer, 1981), pp. 282-310.

Andre Beteille, "A Career in a Declining Profession," Minerva 28 (Spring 1990), pp. 1-20.

Hubert O. Brown, "China," in International Higher Education: An Encyclopedia, pp. 451-466

Ruth Hayhoe, "Higher Education Reforms in the Eighties," in China's Universities and the Open Door, edited by R. Hayhoe (Armonk, NY: Sharpe, 1989), pp. 29-59.

Jurgen Henze, "Higher Education: The Tension Between Quality and] Equality," in Contemporary Chinese Education, edited by R. Hayhoe (Armonk, NY; Sharpe, 1984), pp. 93-153.

Aparna Basu, "Indian Higher Education: Colonialism and Beyond," in From Dependence To Autonomy, edited by P. Altbach and V. Selvaratnam (Dordrecht, Netherlands: Kluwer, 1989), pp. 167-186.

Weifang Min, "Higher Education Finance in China: Current Constraints and Strategies for the 1990s," Higher Education 21 (March, 1991), pp. 151-162.

Recommended reading:

S. Shukla, "India" in International Higher Education: An Encyclopedia, pp. 467-478.

L. and S. Rudolph, eds., Education and Politics in India (Cambridge, Mass.: Harvard University Press, 1972).

John Hawkins, "Higher Education Alternatives in China," Comparative Education Review 29 (November, 1985), pp. 425-439.

P. G. Altbach, "Higher Education in India," in Higher Education in Nine Countries, edited by B. Burn, et al., (New York: McGraw-Hill, 1975), pp. 317-344.

Amrik Singh and G. D. Sharma, eds., Higher Education in India (Delhi: Konark, 1988), 2 volumes

Ruth Hayhoe and M. Bastid, eds., China's Education and the Industrialized World (Armonk, NY: Sharpe, 1987)

May 5: *From Third World to First World: Japan and Southeast Asia*
(Final Take-home Exam Distributed – Due May 12)

Required reading:

Shigeru Nakayama, "Independence and Choice: Western Impacts on Japanese Higher Education," Higher Education 18 (No. 1, 1989), pp. 31-48.

Sungho Lee, "The Emergence of the Modern University in Korea," Higher Education 18 (No. 1, 1989), pp. 87-116.

Wen-hsung Wu, et al., "The Development of Higher Education in Taiwan," Higher Education 18 (No.1, 1989), pp. 117-136.

K. Kitamura, "The Decline and Reform of Education in Japan: A Comparative Perspective," in Educational Policies in Crisis, edited by W. Cummings, et al., (New York: Praeger, 1986), pp. 153-170.

V. Selvaratnam and S. Gopinathan, "Higher Education in ASEAN: Towards the Year 2000," Higher Education, 13 (February, 1984), pp. 67-84.

Recommended reading:

William Cummings, et al. Changes in the Japanese University (New York: Praeger, 1979)

Michio Nagai, Higher Education in Japan: Its Take off and Crash (Tokyo: University of Tokyo Press, 1969)

K. Kitamura, "Japan" in International Encyclopedia of Comparative Higher Education

S. Gopinathan, "University Education in Singapore: The Making of a National University," in From Dependence to Autonomy pp. 207-225.

V. Selvaratnam, "Change Amidst Continuity: University Development in Malaysia," in International Encyclopedia of Comparative Higher Education

Note: The following sources are valuable for research and commentary on comparative higher education and to keep abreast of the field:

Philip G. Altbach and David Kelly, Higher Education in Developing Nations: A Selected Bibliography (New York: Praeger, 1974)

Philip G. Altbach, Comparative Higher Education: Research Trends and Bibliography (London:Mansell, 1979)

Philip G. Altbach and David Kelly, Higher Education in International Perspective: A Survey and Bibliography (London: Mansell, 1985)

Asa Knowles, ed. International Encyclopedia of Higher Education (San Francisco: Jossey-Bass, 1977),

Chronicle of Higher Education (Washington, DC), weekly

Minerva

Higher Education

Times Higher Education Supplement (London), weekly

Le Monde d'Education (Paris) bi-weekly

Higher Education Policy

May 5: *From Third World to First World: Japan and Southeast Asia*
(Final Take-home Exam Distributed – Due May 12)

Required reading:

Shigeru Nakayama, "Independence and Choice: Western Impacts on Japanese Higher Education," Higher Education 18 (No. 1, 1989), pp. 31-48.

Sungho Lee, "The Emergence of the Modern University in Korea," Higher Education 18 (No. 1, 1989), pp. 87-116.

Wen-hsung Wu, et .al., "The Development of Higher Education in Taiwan," Higher Education 18 (No.1, 1989), pp. 117-136.

K. Kitamura, "The Decline and Reform of Education in Japan: A Comparative Perspective," in Educational Policies in Crisis, edited by W. Cummings, et al., (New York: Praeger, 1986), pp. 153-170.

V. Selvaratnam and S. Gopinathan, "Higher Education in ASEAN: Towards the Year 2000," Higher Education, 13 (February, 1984), pp. 67-84.

Recommended reading:

William Cummings, et al. Changes in the Japanese University (New York: Praeger, 1979)

Michio Nagai, Higher Education in Japan: Its Take off and Crash (Tokyo: University of Tokyo Press, 1969)

K. Kitamura, "Japan" in International Encyclopedia of Comparative Higher Education

S. Gopinathan, "University Education in Singapore: The Making of a National University," in From Dependence to Autonomy pp. 207-225.

V. Selvaratnam, "Change Amidst Continuity: University Development in Malaysia," in International Encyclopedia of Comparative Higher Education

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Philip G. Altbach, Comparative Higher Education: Research Trends and Bibliography (London:Mansell, 1979)

Philip G. Altbach and David Kelly, Higher Education in International Perspective: A Survey and Bibliography (London: Mansell, 1985)

Asa Knowles, ed. International Encyclopedia of Higher Education (San Francisco: Jossey-Bass, 1977),

Chronicle of Higher Education (Washington, DC), weekly

Minerva

Higher Education

Times Higher Education Supplement (London), weekly

Le Monde d'Education (Paris) bi-weekly

Higher Education Policy

UNIVERSITY OF SOUTH CAROLINA
COLLEGE OF EDUCATION

FALL, 1991
PRINCIPLES OF COLLEGE TEACHING
EDHE 770

Instructors:

Michael F. Welsh
Room 702, James F. Byrnes Building
University of South Carolina
Columbia, South Carolina 29208
Phone: 777-7810 (h) 254-6492

Betsy Barefoot
University 101
1728 College Street
University of South Carolina
Phone: 777-2247 (h) 779-0037

This course is designed for teachers and prospective teachers in institutions of higher education. Its purpose is to help participants create a balance between the guiding vision that informs their teaching and the flexiblilty required to respond to different contexts and unanticipated events in the classroom. The course explores the complexities of teaching and learning in the college classroom while accompiishing three objectives.

Objectives:

- Participants will gain sufficient understanding of the ingredients of effective teaching and learning to enable them to design their own college-level course;
- Participants will develop instructional skills that allow them to become more effective in enhancing students' classroom responses;
- Participants will become familiar with a variety of instructional formats and strategies;

Course Procedures:

This course will use a variety of instructional formats and a variety of instructional media to communicate the subject matter. This diversity of teaching methods is intentional. Through exposure to and experience with a wide variety of methods and media, participants will come to understand that there are many ways to teach and learn, and that instructors have to make reasoned choices from among this spectrum of resources.

Formats - The course will employ the following instructional formats:

1. Lecture/discussion. These presentations will be used to introduce new material and to provide opportunities for participants to test their ideas on both the instructor and their peers.

2. Small group. At times, the class will be divided into small groups and given problems to solve or tasks to complete. In this setting, learning will take place through collaboration.

3. Case method. Case studies will be used to demonstrate one way in which analytical and decision making skills can be developed.

4. Project. The course project will involve the design of a complete college-level course covering a topic from the participant's own field. The course design will include a syllabus, a test, and a complete list of instructional materials (readings, slides, etc.).

5. Journal. A journal notebook will be kept by each participant. Entries will be written following each class session and will record the learning experiences of the participants.

Instructional Media - Along with the formats mentioned above, the following insrtuctional media will be used:

1. Print. In addition to the textbooks, a variety of readings will be required as preparation for specific class sessions. The readings will enable participants to contribute actively to class sessions.

2. Oral. Course sessions will place heavy reliance on interactions among participants and between participants and instructors.

3. Audio-visual. Audiotapes, videotapes, slides, and transpariencies will be used as appropriate.

4. Video recording. Participants' performances on teaching exercises will be videotaped for review and evaluation.

Conduct of Sessions - This course will emphasize experiential learning and group interactions. Study assignments will be distributed to the class each week. Preparation in accordance with the study assignments is an essential component of the course.

Tentative Schedule of Class Meetings

August	28	Course Overview and Introductions
September	4	Intelligencies, Philosophies and Effective College Teaching
	11	Teaching and Learning Styles
	18	Developing Course Objectives
	25	Basic Principles for Testing and Evaluating Students
October	2	Lecture and Discussion Methods
	9	Individualized and Small Group Instruction
	16	Seminars and Experiential Learning
	23	Mid-term Presentations
	30	Using Media
November	6	Active Learning
	13	Ethics in College Teaching
	20	Evaluation of Instruction and Instructors
	27	Thanksgiving Break
December	4	Challenges to College Teaching
	11	Final Examination

Evaluation

There are two types of evaluation used in this course. The first is evaluation of the performance of individual participants, and the second is the evaluation of the course itself. Evaluation of the course is necessary for its improvement and will be carried out during the course and at its conclusion.

Grading

In order to pass the course, students are expected to attend all class sessions, complete all assignments, pass the mid-term presentation, keep a journal and complete a course project. The grade will be based on the following:

Class work and participation	- 25%
Mid-term presentation	- 10%
Final exam	- 25%
Journal	- 15%
Course project	- 25%

Textbooks

Brookfield, S. D. (1990) The skillful teacher. San Francisco: Jossey-Bass Publishers.

Barefoot, B. O. (Ed.) (1990) Teaching at USC: A handbood for graduate teaching assistants. Columbia, SC: University Instructional Development Project.

Readings

Assigned readings will be available in the Reserve Room of the Thomas Cooper Library. Some of the readings will be made available through handouts.

EDHE 770 - Principles of College Teaching
Fall, 1991

Reading Assignments
(Partial List)

This is a partial list of reading assignments for the remainder of the course. Additional readings may be assigned as necessary and every effort will be made to provide any additional readings in the form of handouts.

September 25 - Basic Principles for Testing and Evaluating Students

Brookfield, S. D. (1990) The skillful teacher. San Francisco: Jossey-Bass. Ch. 10.

Ryan, J. (1990) Writing better objective tests. In Barefoot, B. O. (Ed.) Teaching at USC: A handbook for graduate teaching assistants. Columbia, SC: University Instructional Development Project. pp. 41-42.

Matalene, C. (1990) Assigning and evaluating writing. In Barefoot, B. O. (Ed.) pp. 43-45.

October 2 - Lecture and Discussion Methods

Brookfield, Ch. 6

Barefoot, The lecture. p 22.

Barefoot, Ten thoughts on lecturing. p. 23.

October 9 - Individualized and Small Group Instruction

Brookfield, Chs. 7 and 8.

Greiner, D. J. (1990) Class discussion. In Barefoot, p. 24.

Bates, W. (1990) Teaching one-to-one. In Barefoot, p. 29.

October 16 - Seminars and Experiential Learning

Brookfield, Ch. 9.

October 23 - Mid Term Presentations

(Over)

October 30 - Active Learning

Brookfield, Chs. 4 and 5.

November 6 - Using Media

November 13 - Ethics in College Teaching

Brookfield, Ch. 12

Clamp, J. C. (1990) Teaching through the case method. In Barefoot, p. 27.

Jewler, A. J. (1990) The teacher-student relationship: It should be both professional and polite. In Barefoot, pp. 52-53.

Ritter, D. (1990) Academic dishonesty. In Barefoot, pp. 54-55.

November 20 - Evaluation of Instruction and Instructors

Barefoot, p. 46.

November 27 - Thanksgiving Break

December 4 - Challenges to College Teaching

Brookfield, Chs. 13 and 14.

December 11 - Final Exam

Course Syllabus - College Teaching K468

Instructor: Dr. Julie Hughes
304C Hill Hall
882-9645 or 882-8231

Office Hours: 3:45-4:15 M-R
By appointment

COURSE DESCRIPTION: This course is a study of the major aspects of teaching in a college environment. Topic covered include: personal theories of teaching; teaching effectiveness; course preparation; teaching approaches and techniques; course evaluation; faculty evaluation; and the academic culture and profession.

COURSE REQUIREMENTS:

1. Exercise A: Educational and Teaching Goals and Values

2. Statement of Personal Philosophy of Teaching:
In a short paper (3-5 pages) describe your philosophy of teaching. Include in your paper an analysis of your philosophy by comparing and contrasting it to the 4 personal teaching theories described by Fox or the 3 categories of personal theories described by Menges and Rando. Your paper should also include an examination of the consistences and inconsistences between your personal philosophy and your values about teaching as reflected in Exercise A.

3. Course Development Project:
A. Select a course you do or would teach within a sixteen week semester
B. Arrange the course content into units and and identify the major topics that would be covered in each unit
C. Write instructional goals for each unit of the course
D. Write the instructional objectives for the all the topics in the first unit of the course
E. Write a test for the first unit

4. Techniques Paper:
In a short paper (3-5 pages) identify 2-4 techniques you would use in a class. Include in the paper why you would use those techniques and the learning principles that underlye the techniques. In addition, address how the techniques are consistent with your personal philosophies of teaching.

5. Group Project
You have a choice between participating in Group Project 1 - **Effective Teaching** or Group Project 2 - **Case Studies of Teaching**

Group Project 1: Effective Teaching:
This group will conduct a review of the literature on what defines effective teaching and the bases for those definitions. The group will make a presentation to the class on Wednesday, July 8th. This group should also submit an annotated bibliography. In addition, each group member will submit an 8-10 page paper in which the literature review is summarized.

Group Project 2: Case Studies of Teaching:
Each week, this group will develop 2-4 case studies on problems, issues, concerns, "dilemmas" that college teachers face. The group should make every effort to present weekly cases that are congruent with the topic of the week. The case studies should be based on interviews with college teachers and personal experiences. The group will "solve" the cases based on the course readings or other relevant literature and present the cases and their solutions to the class for discussion.

The cases will be presented and discussed each Thursday of the first, second, and third week of class and on Tuesday of the last (fourth) week of class for 1 to 1 and 1/2 hours of the class time. In addition, the group will submit a written description of the case and their solution each week.

COURSE GRADING:
Exercise A: Educational Goals and Values = 5%
Personal Philosophy Paper = 10%
Course Developments Project = 35%
Techniques Paper = 20%
Group Project = 30%

93-100 = A 85-92 = B 75-84 = C

COURSE READINGS:

Books:

Svinicki, Marilla D.(Ed.) (1990). The Changing Face of College Teaching. New Directions for Teaching and Learning, No. 42. San Francisco: Jossey-Bass, Inc.

Bonwell, Charles C. & Eison, James A. (1991) Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Reports, No. 1. Washington, D.C: The Gearge Washington University Press.

Menges, Robert J. & Svinicki, Marilla D. (1991). College Teaching: From Theory to Practice. New Directions in Teaching and Learning, No. 45. San Francisco: Jossey-Bass, Inc.

Clark, Burton (1987). The Academic Life: Small Worlds, Different Worlds. Carnegie Foundation for the Advancement of Teaching. Lawrenceville, N.J: Princeton University Press.

Manual:

Hughes, J.A. (revised 1992) A Manual for Course Development

Articles:

Finkelstein, M.J. (1984). Women and minority faculty. The American Academic Profession. Ohio State University Press. pp. 179-219.

Fox, D. (1983). Personal theories of teaching. Studies in Higher Education, 8(2), 151-163.

Hughes, J.A. (in press). Gender differences in personal theories of teaching. Journal of Staff, Program, and Organization Development.

Hughes, J.A. (in press). Reflecting on teaching: Teaching theories of community college faculty. Community/Junior College Research Quarterly.

Menges, R.J. & Rando, W.C. (1989). What are your assumptions? Improving instruction by examining theories. College Teaching, 37(2), 54-60.

Bess, J.L. (1977). The motivation to teach. Research in Higher Education, 48(3), 243-258.

Frederick, P.J. (1986). The lively lecture - 8 variations. College Teaching, 34(2), 43-51.

Welty, W. (1989). Discussion method teaching: How to make it work. Change, July/August, 41-49.

Hocker, J.L. (1986). Teacher-student confrontations. In J.M. Civikly (Ed.) Communicating in College Classrooms: New Directions in Teaching and Learning, No.26. San Francisco: Jossey-Bass.

Centra, J. (1990). The how and why of evaluating teaching. In M.J. Finkelstein (Ed.) ASHE Reader on Faculty and Faculty Issues in Colleges and Universities (2nd Ed). Needham Heights, MA: Ginn Press.

Feldman, K. (1990). The superior teaching from the students' view. In M.J. Finkelstein (Ed.) ASHE Reader on Faculty and Faculty Issues in Colleges and Universities (2nd Ed.) Needham Heights, MA: Ginn Press.

A LIST (BUT BY NO MEANS COMPLETE) OF EDUCATION JOURNALS:

Adult Education
AGB Reports (Association of Governing Boards of Universities and Colleges)
Change
*College Teaching
Community and Junior College Journal
Community/Junior College Research Quarterly
Current Issues in Higher Education
Educational Record
Harvard Educational Review
*Innovative Higher Education
*Journal of Higher Education
*Journal of College Student Personnel
Journal of the National Association of Women Deans, Administrators and Counselors
*Journal of Staff and Organizational Development
*Studies in Higher Education
On Campus with Women (Association of American Colleges)
Reports of the National Advisory Committee on Black Higher Education and Black Colleges and Universities
*Research in Higher Education
*Review of Higher Education
Peabody Journal of Education
Negro Educational Review
Equal Opportunity in Higher Education
American Association of University Women Journal
Journal of College and University Law

*Generally have articles directly relevant to college teaching

K468 Summer 1992

Schedule

WEEK 1: THE TEACHER

Guiding Questions:

1. What are your values about the teaching-learning process and education, in general?

2. What does the literature say about teachers' personal theories of teaching?

3. What is your personal philosophy of teaching? How might your theory influence what you do as a teacher?

3. What is effective teaching?

4. What is it that teachers actually do at the various types of postsecondary institutions?

Related Readings:

Fox, D. (1983). "Personal Theories of Teaching"
Menges, R. & Rando, W. (1989) "What are Your Assumptions: Improving Instruction by Examining Theories".
Bess, J.L. (1977). "The Motivation to Teach"
Feldman, K. (1990) "The Superior Teacher from the Students' View"
Rando, W. & Menges, R. (1991) "How Practice is Shaped by Personal Theories" in Svinicki, M. College Teaching: From Theory to Practice.
Clark, B. (1987) Chapter 4 "The Imperative of Academic Work" and Chapter 5 "The Enclosures of Culture" in The Academic Life.
Hughes, J.A. (in press) "Gender Differences in Personal Theories of Teaching" and "Reflecting on Teaching: Teaching Theories of Community College Faculty."
Finkelstein, M. (1984) "Women and Minority Faculty"

Week 1 Assignments: **Due Monday, June 22nd.**

1. Complete Exercise A: Educational and Teaching Goals and Values
2. Personal Philosophy of Teaching paper

WEEK 2: THE ENVIRONMENT OF TEACHING: MACRO and MICRO:

Guiding Questions:

1. What are the values and beliefs that form the academic culture?

2. How are academic careers and entry into the professoriate affected by subject paradigms?

3. How does graduate education and specialization affect the academic culture?

4. What are principles for motivating students and how can those principles be translated in practice?

5. Why is the social context of the classroom an important aspect of teaching effectiveness?

Related Readings:

Clark, Burton (1987). Chapters 1,2,3,6,7,8,9 in The Academic Life
In Menges & Svinicki College Teaching: From Theory to Practice:
McMillan & Forsyth "What Theories of Motivation Say About Why Leraners Learn"

Forsyth & McMillan "Practical Proposals for Motivating Students"
Tiberius & Billson "The Social Context of Teaching and Learning"
Billson & Tiberius "Effective Social Arrangements for Teaching & Learning"
In Svinicki The Changing Face of College Teaching:
Lucas "Using Psychological Models to Understand Students"

WEEK 3: THE "ACT" OF TEACHING

Guiding Questions:
1. What are principles derived from behavioral, cognitive, and humanistic theories of teaching that inform practice?

2. What are the major stages of a course design process?

3. What principles of learning inform your design of a course and the techniques that you use in the classroom?

Related Readings:
Bonwell & Bess (1991). Active Learning.
In Menges & Svinicki College Teaching: From Theory to Practice:
Weinstein & Meyer "Cognitive Learning Strategies and College Teaching"
Svinicki "Practical Implications of Cognitive Theories"
Svinicki (1990) The Changing Face of College Teaching. Except #s 8 & 9.
Hughes (revised 1992) A Manual for Course Development.
Welty "Discussion Method Teaching: How to Make it Work"
Frederick "The Lively Lecture-8 Variations"

Week 3 Assignments: **Due Tuesday July 7th**
1. Course Development Project
2. Techniques Paper

WEEK 4: PROBLEMS and ISSUES COLLEGE TEACHERS ENCOUNTER and EVALUATING TEACHING:

Guiding Questions:
1. What do you do if a student cheats? is disruptive in class? confronts you?

2. What is sexual harassment? Gender and ethnic discrimination?

3. How will you assign grades?

4. How is teaching evaluated?

Related Readings:
In Svinicki The Changing Face of College Teaching:
Janzow & Eisen "Grades: Their Influence on Students and Faculty"
Hocker "Teacher-Student Confrontations"
Centra "The How and Why of Evaluating Teaching"

CURRICULUM DEVELOPMENT K410 SEC 2
Winter 1993

Instructor: Dr. Julie Hughes
304 Hill Hall
882-9645 or 882-8231

Office Hours: 9:30-11:30 Tues.
9:30-11:30 Wed.

COURSE DESCRIPTION: the purpose of this course is to provide students with the opportunity to examine and analyze the philosophical foundations of postsecondary curricula (in particular; liberal arts curricula including general education and undergraduate liberal arts majors, vocational curricula, and professional curricula); current trends and issues related to postsecondary curricula, approaches to curriculum reform and revisions, and outcomes assessment. In addition, we will examine approaches to research in the area of postsecondary curriculum.

COURSE GOALS: Upon completion of this course, students should:
(1) have an understanding of the historical context of postsecondary curricula and the role of the curriculum as a reflection of educational goals;
(2) know about the various types of postsecondary curricula and their intended outcomes;'
(3) know about the content and focus of national reports about the curriculum and understand the historical, social, and economic factors that have influenced discontent with the current postsecondary curriculum;
(4) know about theories on the structure of knowledge;
(5) have an understanding of the implications for teaching inherent in various curricular arrangements;
(6) have an understanding of diverse approaches/perspectives of curriculum and the implications of those perspectives;
(7) know about approaches and issues related to reforming or revising a curriculum;
(8) know about issues related to outcomes assessment.
(9) have an understanding of the research approaches to curriculum in postsecondary education.

READINGS:
Required Texts:

Conrad, C. & Haworth, J. (1990) Curriculum in Transition (ASHE Reader). Ginn Press.

Toombs, W. & Tierney, W. (1991) Meeting the Mandate: Renewing the College and Department Curriculum. ASHE-ERIC Higher Education Report No. 6.

Seymour, D. (1988). Developing Academic Programs. ASHE-ERIC Higher Education Report No. 3.

Recommended Text:

Strauss, A. & Corbin, J. (1990). Basics of Qualitative Research: Grounded Theory Procedures and Techniques. Newbury Park, CA.: Sage Publications.

Additional Readings: Additional readings (marked by a * on the schedule, also a reference list attached) are required. I will provide one copy of these readings to the class to share.

COURSE ORGANIZATION: During approximately the first half of the semester, we will focus on the philosophical and knowledge basics of postsecondary curricula. The class format will be lecture/discussion (primarily discussion). You are expected to stay current with the assigned readings so that we can have meaningful discussions. During the approximately last half of the semester, we will examine the models for the design of a curriculum, the process of change, and evaluation of curriculum which includes assessing

student outcomes. The class will culuminate with student presentations of research projects on the process of currriculum revision or change.

COURSE REQUIREMENTS:

1. Research Project - 50%: Individually, in pairs, or in small groups (your choice), you will be expected to conduct a study using grounded theory on some aspect of the curriculum. I would recommend that your research focus on some aspect of the process as a department, college, or institution revise, change, review, or evaluate it's curriculum. Two examples in your readings about the process of change and implementation of a curriculum using grounded theory are the Conrad article, "A Grounded Theory of Academic Change" in the ASHE reader and the Hughes and Sagen paper, "Departmental Decision-Making in the Implementation of a University general Education Curriculum" that is one of the readings for the class.

This research project should be a small study, i.e., one that is accomplishable in one semester, and be written up for possible submission to a journal. The paper should contain the following components:

1. Review of Relevant Literature
2. Method and Data Collection
3. Results
4. Discussion and Conclusions

Criteria for grading of the paper will be based on the extent to which the four components are adequately addressed, organization, clarity, grammar, etc.
It would be helpful, as you read the assigned readings for the class, particularly the research oriented readings in the ASHE reader and other assigned articles and papers, to analyze the structures of the papers for your research paper. If you do this assignment in pairs or a small group (no more than 3-4 people), only one paper is expected from the pair or group. Copies of your paper should be distributed to each class member on the due date of the paper. Each class member will prepare a 2-3 page critique of ONE research paper.

I strongly suggest that you begin this project as soon as possible so that you have adequate time for the conceptualization, design, and data collection phases of the study. Grounded theory will require that you conduct interviews and you need to make sure you have adequate time to accomplish that.

At least by the end of February, you should submit to me an outline/short summary paper with your research question, possible interview questions, and how and from whom you intend to collect data.

In addition to the paper, you will be expected to make a 20 minute formal presentation to the class on the results of your research. Again, if you are working in pairs or small groups, it is your decision whether or not each member of the pair or all group members will participate in the actual presentation, although, of course, each person involved in the research should contribute to the preparation of the presentation.

Use the APA style manual/form for this paper. Keep in mind the following quidelines when writing the paper:

1) your paper should reflect your understanding and critical analysis of the articles IN YOUR WORDS.

2) thoughts/ideas of an author(s), even if expressed in your words, must be correctly referenced or attributed to the author(s) (APA style).

3) phrases, sentences, ideas, paragraphs, etc. that are expressed in the author(s) words that you include in your paper must be properly referenced according to the APA style manual (i.e., quotes, blocking).

Outline/Summary of Proposed Research Project - Due February 25th: 10%
Paper - Due April 15th: 70%
Presentations - April 22 and 29: 10%
Critique of Another Research Paper - Due May 6th: 10%

2. Midterm Take Home Exam: 50% Due March 11th or 25th DATE TO BE NEGOTIATED WITH CLASS.
Attached to the syllabus is a sheet with 7 short essay questions and 2 long essay questions. For your take home midterm exam, you will be expected to answer 3 of the short answer questions (your choice) worth 10% each and 1 long essay question (again your choice) worth 20% (total = 50% of final grade). These are rather broad questions that could be answered in a variety of ways. They are similar to the type of questions you might have on comprehensive exams. Your responses to the short essays should be NO MORE (points will be deducted if they are more) than 3 typewritten pages (1" margins) and your response to the long essay should be NO MORE (again points will be deducted if it is more) than 5 typewritten pages (1" margins). Your responses should reflect your position using and citing the literature to support your reasoning or rationale for your position.

Course Grading Scale:
92-100 A 84-91 B 72-83 C

IF YOU HAVE SPECIAL NEEDS AS ADDRESSED BY THE AMERICANS WITH DISABILITIES ACT AND NEED COURSE MATERIALS IN ALTERNATIVE FORMATS, NOTIFY YOUR COURSE INSTRUCTOR IMMEDIATELY. REASONABLE EFFORTS WILL BE MADE TO ACCOMMODATE YOUR SPECIAL NEEDS. (D-5)

ACADEMIC DISHONESTY: AS REQUIRED BY THE PROVOST'S OFFIC, THE UNIVERSITY POLICY ON ACADEMIC DISHONESTY IS INCLUDED HERE AS FOLLOWS: "IT IS THE DUTY OF ANY INSTRUCTOR WHO IS AWARE OF AN INCIDENT OF ACADEMIC DISHONESTY IN HIS/HER COURSE TO REPORT THE INCIDENT TO THE VICE-PROVOST, 116 JESSE HALL, AND TO INFORM THE DEPARTMENT CHAIR OF THE INCIDENT.

Readings References K410 Curriculum Development W92

Types of Postsecondary Curricula:

Carnegie Foundation for the Advancement of Teaching (1977). "Components of the Curriculum" in Missions of the College Curriculum. San Francisco: Jossey-Bass.

General Education:

Hughes, J.A. & Sagen, B. (1987). "Departmental Decision-Making in the Implementation of a University General Education Curriculum." Paper presentated at the Annual Meeting of the Association for the Study of Higher Education. San Diego, CA.

Hughes, J.A. (1991). "General Education in Research Universities: Training Programs for Teaching Assistants." Innovative Higher Education. 16, (1), 79-89.

Twombly, S. (1990). Preparation for Trivial Pursuit or Life?: The Meaning Students Give to General Education." Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Portland, OR.

Nelson, C. (1990, September). "Harvard's Hollow 'Core'." The Atlantic Monthly

National Reports/Discontent with the Curriculum:

Cheney, L. (1989). "50 Hours: A Core Curriculum for College Students." Washington, D.C.: National Endowment for the Humanities.

Study Group on the Conditions of Excellence in American Higher Education (1984). "Involvement in learning: Realizing the Potential of American Higher Education." Washington, D.C.: National Institute of Education.

Bennett, W. (1984). "To Reclaim a Legacy: Text of Report on Humanities in Education." Washington, D.C.: National Endowment for the Humanities.

----- (1986). "Prologue and Major Recommendations of Carnegie Foundation's Report on Colleges." Chronicle of Higher Education, November 5th.

Nature of Knowledge:

Phenix, P. (1964). "The Architectonics of Knowledge" from Proceedings of the 5th Annual Phi Delta Kappa Symposium for Educational Research. Chicago: Rand McNally.

"Politically Correct"

D'Souza, D. (1991). "Illiberal Education" The Atlantic Monthly, March.

Goode, S. (1991). "All Opinions Welcome Except the Wrong Ones" Insight, April, pp. 8-17.

Madrid, A. (1990). "Diversity and its Discontents" Academe, 76, (6), pp. 15-19.

Miel, A. (1991). Book Review of Transforming Knowledge by Elizabeth Minnich in The Educational Forum, 55, (3), pp. 281-283.

Lewis, L.S. (1990). Book Review of Killing the Spirit: Higher Education in America by Page Smith in Academe, 76, (6).

Hirsch, H. (1991). Book Review of Tenured Radicals: How Politics has Corrupted Our Higher Education by Roger Kimball in The Educational Forum, 55, (3), pp. 285-288.

Goode, S. (1991). Book Review of Illiberal Education by Dinesh D'Souze in Insight, April, pp. 18-19.

Kurland, S. (1991). Book Review of The Hollow Men: Politics and Corruption in Higher Education in Academe, May-June, pp. 58-60.

Curriculum Development/Planning:

Conrad, C. (1978). "The Curriculum as an Instructional System" and "Organizing Principles" in The Undergraduate Curriculum: A Guide to Innovation and Reform. Boulder, CO: Westview.

Fincher, C. (1986). "Trends and Issues in Curricular Development" in J. Smart (Ed.) Higher Education: A Handbook of Theory and Practice. Vol. II.

Curriculum Change/Revision:

Heppner, F. (1991). "Why Robert Burns was Right about Best-Laid Plans OR What's Wrong with the Curriculum the Way it is?" Change, May-June, pp. 43-48.

Wolf, D. & Zoglin, M.L., Eds. (1988). External Influences on the Curriculum. New Directions for Community Colleges, 64. San Francisco: Jossey-Bass.

Bell, T. "The Federal Imprint."
Kerschner, L. "Curriculum as Public Policy"
Roueche, J. "The University Perspective"

Simmons, H. "Accreditation and Curricular Change"
Meyer, M. "A Case of Incomplete Institutionalization"

Helms, L., Hahn, C., & Engel, R. (1984). "Curriculum Reform: Applications from Organizational Theory." Journal of Research and Development in Education. 17, (3), pp. 46-58.

Assessment & Evaluation:

Report of Committee C on College and University Teaching, Research, and Publication (1990). "Mandated Assessment of Educational Outcomes" Academe, 76, (6), pp. 34-40.

Bok, D. (1986). " Toward Higher Learning: The Importance of Assessing Outcomes" Change November-December, pp. 18-27.

Shapiro, J. (1986). "Evaluation Reserach and Educational Decision-Making: A Review of the Literature" in J. Smart (Ed.) Higher Education: A Handbook of Theory and Practice, Vol. II.

Research on Curriculum:

Conrad, C. & Pratt, A. (1986). Research on Academic Programs: An Inquiry into an Emerging Field" in J. Smart (Ed.) Higher Education: A Handbook of Theory and Practice, Vol. II.

CENTER FOR THE STUDY OF HIGHER EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES
CURRY SCHOOL OF EDUCATION
UNIVERSITY OF VIRGINIA

EDLP 849: The American Professoriate 3 Credits, Spring 1992

Professor: Jay L. Chronister Office Phone: (804) 924-0733

Course Description: This seminar seeks to provide students with an understanding of the role and circumstances of American faculty members and the issues and policy forces which impact the professoriate. Toward this end, various aspects of the professoriate will be explored along with institutional policies and external factors which shape the viability and vitality of the profession. The topics include an historical perspective; current and changing characteristics of the professoriate; the academic labor market; faculty careers; the nature, quantity, and quality of faculty work; the nature of the work environment; the faculty role in governance; and related policy issues. Differences and similarities of the faculty role across and among different types of institutions will be discussed.

Need for the Course: This course has been designed for students enrolled in (1) the graduate program in Higher Education; (2) other graduate programs of the Curry School of Education; and (3) other academic divisions of the University who are preparing for roles as faculty or administrators in institutions of higher education. There is currently no course available within the University that addresses the needs of students for whom this course has been designed.

Target Population: This course is designed to meet the specific needs of the cohorts of graduate students set forth above.

Course Objectives: The primary goal of this course is to have students reach a conceptual understanding of the role, and current status and condition of faculty. Students also will develop a recognition of the potential and actual impact of selected demographic and social policy variables on the future of the professoriate.

Resources: The following publications will serve as the core readings in the seminar. These readings will be supplemented with suggested chapters from other books, articles, and journals.

Required Texts:

Clark, Burton R. The Academic Life: Small Worlds, Different Worlds. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching, 1987.

Boyer, Ernest L. Scholarship Reconsidered: Priorities of the Professoriate. Princeton,N.J.: The Carnegie Foundation for the Advancement of Teaching, 1990.

Washington, Valora, and Harvey, William. Affirmative Rhetoric, Negative Action: African-American and Hispanic Faculty at Predominantly White Institutions. Report No. 2. Washington, D.C.: School of Education and Human Development, The George Washington University, 1989.

Course Topics: The course topics are set forth in the attached course outline.

Course Experiences: The course experiences will vary slightly from semester to semester but the basic methodology involves a seminar format. Mini-lecture, class discussion, and class projects involving group work will be utilized. Guest speakers will add depth and breadth to class experiences.

Course Requirements: All of the following assignments must be completed satisfactorily and on-time in order to receive a passing grade for the course:

1. All students are required to participate fully in class activities and through class contributions show evidence of extensive reading in the field under study.

2. A Seminar Paper on a faculty-related topic to be chosen with approval of the instructor. The paper should be approximately 20-25 pages in length, unless a slightly larger number of pages is necessary to adequately treat the topic. Two copies of a one to two page prospectus through which the student proposes the topic will be due by the fifth class meeting. The final paper will be due by the next-to-last class meeting.

3. Each student will be responsible for introducing and leading the discussion on one instructor assigned topic.

4. In support of number three above, each student will be required to prepare a five page (double spaced) Think Piece essay on the topic for which they are responsible for introducing the class discussion. This will be duplicated and distributed to the class the week before they lead the discussion. The essay may include references the class is to expected to read in preparation for the topic.

Evaluation: Students will be evaluated on the above requirements on the following basis:

1. Class participation (quality is paramount) - 40%
2. Seminar Paper - 40%
3. Think Piece Essay and Leadership on Topic - 20%

Recommended Supplemental Readings Referenced in the Syllabus - These books are on reserve in the Education Library

Bowen, Howard R. and Schuster, Jack H. American Professors: A National resource Imperiled. New York: Oxford University Press, 1986.

Bowen, William G. And Sosa, Julie Ann. Prospects for Faculty in the Arts and Sciences. Princeton, N.J.: Princeton University Press, 1989.

Boyer, Ernest L. The Condition of the Professoriate: Attitudes and Trends, 1989. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1989.

Finkelstein, Martin J., The American Academic Profession: A Synthesis of Social and Scientific Inquiry Since World War II. Columbus, Ohio: Ohio State University Press, 1984.

Finkelstein, Martin J., Editor. ASHE Reader on Faculty and Faculty Issues in Colleges and Universities, Second Edition. Washington, D.C.: Association for the Study of Higher Education, 1987.

National Center for Education Statistics. Faculty in Higher Education Institutions, 1988 (NSOPF-88). Washington, D.C.: U.S.Department of Education, March 1990.

National center for Education Statistics. Profiles of faculty in Higher Education Institutions, 1988 (NSOPF-88). Washington, D.C.: U.S. Department of Education, August 1991.

Schuster, Jack H., Wheeler, Daniel W., and Associates. Enhancing Faculty Careers: Strategies for Development and Renewal. San Francisco; Jossey-Bass Inc., Publishers, 1990.

EDLP 849: The American Professoriate

Topics and Readings

Class Meeting — Topic

1. The Faculty Role: An Historical Perspective

Clark, Chapters 1 and 2
Finkelstein, Chapter 2
Finkelstein, ASHE Reader - Introduction

2. The Faculty Role: A Contemporary View

Bowen and Schuster, Chapter 2
Boyer, Scholarship Reconsidered, Chapters 1 & 2.
Finkelstein, Chapter 5

3. Faculty Careers: Entry and Culture

Clark, Chapters 5 and 7
Light, Marsden, and Corl - p. 98, ASHE Reader
Chapter 2 in Schuster, Wheeler, and Associates
Chapter 4 in Schuster, Wheeler, and Associates
Bowen and Schuster - p. 138 in the ASHE Reader
Chronister, Baldwin, Bailey Manuscript on Reserve.

4. Faculty Careers: Movement Within and Exit

Baldwin and Blackburn, p. 106 in ASHE Reader
Chronister, Chapter 8 in Schuster, Wheeler and Associates
Clark, Chapter 7
Finkelstein, Chapter 4
Kellams and Chronister, Occasional paper on reserve

5. Faculty Characteristics: A Demographic Profile

Bowen and Schuster, Chapter 3
Lipset and Ladd - p.23 in ASHE Reader
Faculty in Higher Education Institutions, 1988. National Center for Education Statistics.

6. Faculty Characteristics: Minorities, Women and Part-time Faculty

Washington & Harvey. Affirmative Rhetoric, Negative Action
Faculty in Higher Education Institutions, 1988.
Finkelstein - p. 66 in ASHE Reader
Gappa - p. 52 in ASHE Reader

7. The Academic Work Environment

Boyer, Chapter 5
Clark, Chapters 5 and 8
Academic Freedom and Tenure - p. 162, ASHE Reader
Van Alstyne - p.165 in ASHE Reader
Chait and Ford - p. 171 in ASHE Reader

8. Academic Workload and Performance

Boyer, Scholarship Reconsidered. Chapts 3,4,5.
Bowen and Schuster - p. 183 in ASHE Reader
Clark, Chapter 4
Creswell - pps. 240 and 249 in ASHE Reader

9. Academic compensation and Reward Systems

Academe, March-April 1990
Boyer, Chapter 3
Tuckman - p. 119 in the ASHE Reader

10. Faculty Role in Governance

Clark, Chapter 6
Clark, p. 270 in ASHE Reader
Baldridge, et al, p.284 in ASHE Reader

11. Faculty Vitality

Clark, Chapter 6
Clark, Corcoran, Lewis, p. 308 in ASHE Reader
Eble and Mckeachie, p. 295 in ASHE Reader

12. Supply and Demand for the 1990s and After

Bowen and Schuster
Bowen and Sosa, Chapters 7,8,9
Boyer, Chapters 6,7

13. Policy Issues for the Next Decade

14. The American Professoriate: In Retrospect

UNIVERSITY OF WASHINGTON

EDLPS 589
The Community College

John Terrey and Don Williams
Autumn 1991

1. Seminar goals

   1.1 To study the history and present and future status of the community college

   1.2 To gain understanding of the characteristics of the people who study and teach there

   1.3 To identify characteristics of the curriculum and approaches taken to teaching it

   1.4 To identify the special services provided to students of the community college

   1.5 To explore ideas on the financing and governance of the community college

2. General procedures

   2.1 We shall follow a general seminar format in which students will play the major role in the discussion sessions.

   2.2 We shall base our discussions on readings assigned each week.

3. Written assignments

   3.1 Students each week will submit a two-page paper, in which they include the following sections, based on the readings:

      1) The general thrust of the authors' statements

      2) Your own reactions to what you have read

   3.2 We shall also have a final examination, consisting of ten short-answer items and an essay question. The exam will occur at the time specified in the Autumn Quarter Time Schedule.

4. Textbooks

   4.1 We have ordered one book from the Bookstore:

      Cohen, Arthur M. and Brawer, Florence B. THE AMERICAN COMMUNITY COLLEGE. San Francisco: Jossey-Bass, 1989. Second edition

Everyone should obtain a copy of this book, as we shall use it on a weekly basis.

4.2 In addition we have put the following books on reserve in Odegaard Undergraduate Library:

Brint, Steven and Karabel, Jerome. THE DIVERTED DREAM: COMMUNITY COLLEGES AND THE PROMISE OF EDUCATIONAL OPPORTUNITY IN AMERICA. New York: Oxford U. Press, 1989.

Commission on the Future of Community Colleges. BUILDING COMMUNITIES: A VISION FOR A NEW CENTURY. Washington: American Association of Community and Junior Colleges, 1988.

Cowley, W. H. and Williams, Don. THE HISTORICAL AND INTERNATIONAL ROOTS OF AMERICAN HIGHER EDUCATION. New York: Garland Publishing, Inc., 1991.

Cross, K. Patricia and Angelo, Thomas A. CLASSROOM ASSESSMENT TECHNIQUES: A HANDBOOK FOR FACULTY. Ann Arbor: National Center for Research to Improve Postsecondary Teaching and Research, 1988.

Deegan, William and Tillery, Dale (Eds.) RENEWING THE AMERICAN COMMUNITY COLLEGE. San Francisco: Jossey-Bass, 1985.

Diener, Thomas. GROWTH OF AN AMERICAN INVENTION. Westport: Greenwood Press, 1985.

O'Banion, Terry (Ed.) INNOVATION IN THE COMMUNITY COLLEGE. New York: Macmillan, 1989

Roueche, John. SHARED VISION. Washington: Community College Press, 1989.

Roueche, John E. et al. ACCESS & EXCELLENCE: THE OPEN-DOOR COLLEGE. Washington: Community College Press, 1987.

Seidman, E. IN THE WORDS OF THE FACULTY. San Francisco: Jossey-Bass, 1985.

Vaughan, George B. LEADERSHIP IN TRANSITION. New York: Macmillan, 1989.

5. Evaluation

5.1 Most grades will range between 3.0 and 4.0.

5.2 A grade of 4.0 will reflect outstanding graduate-level work, a grade of 3.0 satisfactory graduat level work.

5.3 Grades will be based on the quality of the weekly papers and the final exam.

SEMINAR SCHEDULE

Wednesday, October 2. . . . Introduction of the seminar
History of the junior college to 1947

Seminar activity

We shall spend the first part of the session becoming acquainted with each other and with the syllabus. With the time remaining we shall discuss the history of the junior college to 1947.

Wednesday, October 9 History of the Community College -- 1947-Present

Reading assignment

Cohen and Brawer, Chapter 1, "Background: Evolving Priorities and Expectations of the Community College"

Supplementary reading

Cowley, W.H. and Williams, Don. "A New Status" and "Expansion," in THE HISTORICAL AND INTERNATIONAL ROOTS OF AMERICAN HIGHER EDUCATION, 1991.

Deegan, William and Tillery, Dale (Eds.) Excerpts from RENEWING THE AMERICAN COMMUNITY COLLEGE, 1985.

Diener, Thomas. "Part III: From Junior to Community College," in GROWTH OF AN AMERICAN INVENTION, 1986.

Seminar activity

In 1947 the Truman Commission issued its report giving new credence to a change in title for the junior colleges of the past. Such institutions, the Commission urged, should be thought of as community colleges, where the total educational needs of the community they served would be met. In the decades that followed these institutions became a major force in the affairs of American higher education. We shall review that development today, paying special attention to the following items:

1) The Truman Commission report

2) The massive growth occurring in the sixties

3) Issues arising in the eighties

4) Looking ahead to the fifth/sixth generation of community colleges

Wednesday, October 16. . . . . Students and Faculty in the Community College

Reading assignment

Cohen and Brawer, Chapters 2 & 3: "Students: Diverse Backgrounds, Purposes, Outcomes" and "Faculty: Building a Professional Identity"

Supplementary readings

Case, Chester. "Supporting Faculty Leadership for Change," in Deegan, William and Tillery, Dale (Eds.) RENEWING THE AMERICAN COMMUNITY COLLEGE, 1985.

Seidman, Earl. Excerpts from IN THE WORDS OF THE FACULTY, 1985.

Washington State Board for Community College Education. "Enrollment: Student and Course Characteristics," in ACADEMIC YEAR REPORT, 1990-91.

Seminar activity

We shall divide the group into two parts for today's session, one of which will lead us in a discussion of community college students and the other of community college faculty members. Community college instructors work with probably the most diverse student clientele in all of American higher education. By the close of today's session we should have a better understanding of the characteristics of these students as well as the qualities of their teachers.

Wednesday, October 23. . . . . Instruction in the Community College Setting

Reading assignment

Cohen and Brawer, Chapter 6: ""Instruction: Methods, Media, and Effects."

Supplementary readings

Cross, K. Patricia and Angelo, Thomas A. "Introduction," in CLASSROOM ASSESSMENT TECHNIQUES, 1989.

Roueche, John et al. "Excellent Teachers," in ACCESS AND EXCELLENCE, 1987.

Roueche, Suann and John. "Innovations in Teaching," in O'Banion, Terry (Ed.) INNOVATION IN THE COMMUNITY COLLEGE, 1989.

Seminar activity

Given last week's session on the characteristics of community college instructors and their students, we are well prepared to discuss the exchanges that occur between them in the classroom. Today we shall again divide the group into two parts, asking one to play the role of students and the other the role of instructors. We shall start with the "students" and ask them to identify the approaches to instruction that they find most helpful to their learning. We shall then invite the "instructors" to respond to these ideas and to suggest other ideas for the improvement of instruction in the community college setting.

Wednesday, October 30. . . . . Transfer and General Education Curricula in the Community College

Reading assignment

Cohen and Brawer, Chapter 11, "Collegiate Function: Transfer and the Liberal Arts," and Chapter 12, "General Education: Knowledge for Personal and Civic Life."

Supplementary readings

Shaw, Ruth G. "Curriculum Change in the Community College," in O'Banion, Terry (Ed.) INNOVATION IN THE COMMUNITY COLLEGE, 1989.

Seminar activity

Today we shall have a debate. Everyone should come prepared to speak on either side of the issue. As you enter the room, I shall tell you on which side you will argue. Part way through the session we shall change sides, giving everyone the opportunity to argue both sides of the issue. The issue is as follows:

Resolved: That students and the community colleges they attend should have the freedom to choose the courses needed to meet degree and transfer requirements.

Wednesday, November 6. . . . . .The Vocational Curriculum in the Community College

Reading assignment

Cohen and Brawer, Chapter 8, "Career Education: Occupational Entry, Change, and Development"

Supplementary readings

Brint, Steven and Karabel, Jerome. Chapter 8, "The Community College and the Politics of Inequality," in THE DIVERTED DREAM, 1989.

Seminar activity

Community colleges serve an important function in preparing students for meaningful and gainful employment. In serving this need, the colleges confront several important issues which we shall want to discuss, including the following:

1) Who should decide which vocational courses to offer?

2) Should all vocational programs contain some requirement for general education courses?

3) What standards should colleges set for the hiring of vocational instructors?

4) Have community colleges, in seeking their niche within the American higher education system, emphasized vocational education over other programs?

5) Does the existence of vocational programs in the community colleges make those institutions vehicles for maintaining a socioeconomic status quo?

Wednesday, November 13. . . .Compensatory and Community Education in the Community College

Reading assignment

Cohen and Brawer, Chapter 9, "Compensatory Education: Enhancing Literacy and Basic Skills," and Chapter 10, "Community Education: Extending College Services and Training"

Supplementary readings

Donovan, Richard. Chapter 5, "Creating Effective Programs for Developmental Education," in Deegan, William and Tillery, Dale (Eds.) RENEWING THE AMERICAN COMMUNITY COLLEGE, 1985.

Hanken, Joseph and Fey, Philip. Chapter 7, "Reassessing the Commitment to Community Services," in Deegan, William and Tillery, Dale (Eds.) RENEWING THE AMERICAN COMMUNITY COLLEGE, 1985.

Seminar activity

In expanding their functions to serve the full educational needs of their communities, the colleges have assumed major responsibilities both for the literacy and basic skills needs of the populace as well for educational needs that arise in a learning society through a lifetime. We shall divide our time today equally between these two functions. Our questions are these:

1) At what point does the responsibility of K-12 schools for literacy and basic skills end and that of the community colleges begin?

2) What strategies serve best to maintain student interest in literacy and basic skills long enough to be effective?

3) Should community education programs be self-supporting, or should civil government fund some part of them?

4) What relation should the community education curriculum have to the rest of the community college curriculum?

Wednesday, November 20. . . . . .Student Services in the Community College

Reading assignment

Cohen and Brawer, Chapter 7, "Student Services: Supporting Educational Objectives"

Supplementary readings

Matson, Jane and Deegan, William. Chapter 7, "Revitalizing Student Services," in Deegan, William and Tillery, Dale. RENEWING THE AMERICAN COMMUNITY COLLEGE, 1985.

Keyser, John. Chapter 4, "The Student Success Systems Model," in O'Banion, Terry (Ed.) INNOVATION IN THE COMMUNITY COLLEGE., 1989.

Seminar activity

Community colleges pride themselves on the personal concern they try to show for each individual student who comes to them. Working to make this goal operational and that students "succeed" to the best of their ability is in part the responsibility of people in the student affairs office. We shall be discussing the following questions:

1) How are the various student affairs functions typically organized in the community college?

2) What impact do the various student affairs functions have? Can we measure that impact?

3) What strategies exist for improving the student success rate in the community colleges?

4) What strategies exist for linking the work of the student affairs officers with that of the faculty and other administrative units in the community colleges?

Wednesday, November 27. . . . . .Governance and Finance of the Community College

Reading assignment

Cohen and Brawer, Chapter 4, "Governance and Administration: Managing the Contemporary College," and Chapter 5, "Finances: Sustaining and Allocating Resources."

Supplementary readings

Roueche, John. "Leadership in the Community College," in SHARED VISION, 1989.

Roueche, John et al. Chapter VI, "Community College Leadership," in ACCESS AND EXCELLENCE, 1987.

Vaughan, George B. Chapter 2, "The President as Educational Leader," in LEADERSHIP IN TRANSITION, 1989.

Seminar activity

Given all that we have discussed this quarter, the time has come to ask (1) how all that we have discussed is governed and (2) how it is financed. We shall divide our time between these two issues, asking the following questions:

1) How is community college governance typically organized?

2) What does Roueche mean by transitional leadership, and how does this concept apply to the community college?

3) From what sources do community colleges receive their funding?

4) What procedures are followed in allocating resources, once the college has received them?

Wednesday, December 4. . . . . .Synthesis

Reading assignment

Cohen and Brawer, Chapter 13, "The Social Role: A Response to the Critics," and Chapter 14, "Toward the Millenium: Issues and Obligations."

Supplementary readings

Armes, Nancy. Chapter 13, "The Future of the Community College," in O'Banion, Terry (Ed.) INNOVATION IN THE COMMUNITY COLLEGE, 1989.

Commission on the Future of Community Colleges. BUILDING COMMUNITIES: A VISION FOR A NEW CENTURY, 1988.

O'Banion, Terry. Chapter 1, "The Renaissance of Innovation," in INNOVATION IN THE COMMUNITY COLLEGE, 1989.

Seminar activity

We shall want to continue the review we began last week and on the basis of that review look to the future. What issues face the community colleges today? From whence did they come? What changes can we project for the future? What form will the community college have taken by the year 2000?

UNIVERSITY OF PITTSBURGH

School of Education
Department of Administrative and Policy Studies

COURSE: ADMPS 3139 - Legal Aspects of Higher Education

PROFESSOR: Eugene A. Lincoln and James E. Mauch

OFFICE: Forbes Quadrangle 5M27 **PHONE**: 648-7166
Forbes Quadrangle 5S34 **PHONE**: 648-7104

OFFICE HOURS: M/W 3:20 p.m. - 4:20 p.m. - Others by Appointment

FINAL GRADE	**Total**
Research Paper	350
Presentation of Research	100
Clsss Participation	100
Total	550

DESCRIPTION: The focus of the course is on federal and state law and higher education in the United States. Although time will be devoted to historical issues pertaining to higher education, most of the time will be devoted to in-depth discussions of contemporary issues. Issues that will be discussed include promotion and tenure, academic freedom, faculty dismissal, sexual harassment, research integrity, campus violence, and student affairs.

OBJECTIVES: Students will have an opportunity to increase their:

1. Knowledge concerning the impact of the law upon higher education;
2. Knowledge of the role of the law in the development of policy in higher education;
3. Understanding of the judicial process;
4. Ability to conduct legal research; and
5. Ability to analyze and solve problems.

TEXTBOOK: A textbook is not required for the course. However, students are expected to read widely pertaining to issues of interest to them.

CLASS SCHEDULE

Period	Date	Activity
1	May 4th	Introduction/Law Library
2	May 6th	Lecture
3	May 11th	Lecture
4	May 13th	Lecture
5	May 18th	Class Discussion (Topic 1)
6	May 20th	Class Discussion (Topics 2 and 3)
7	May 25th	Memoral Day (University closed)
8	May 27th	Class Discussion (Topics 4 and 5)
9	June 1st	Class Discussion (Topic 6)
10	June 3rd	Class Discussion (Topic 7)
11	June 8th	Class Discussion (Topics 8 and 9)
12	June 10th	Class Discussion (Topic 10)
13	June 15th	Class Presentations
14	June 17th	Class Presentations

ASSIGNMENT: Each student will be asked to select a topic pertaining to the law and higher education, research the topic thoroughly, and share the findings with members of the class near the end of the course. The paper should be a minimum of 10 pages with a bibliography of 15 or more sources. In researching the topic and writing the paper, keep at least three things in mind. First, the paper must pertain to the law regarding your topic, and should not include your opinions. If you wish to state your opinions, include them in a separate section of the paper. Second, know the law pertaining to your topic, before you begin writing the paper. In this regard, read widely concerning your topic and discuss the research with members of the class and others

from time to time. Third, state the purpose of your paper clearly. For example: The purpose of this paper is to discuss the legal and fiduciary responsibilities of the board of trustees of a college or university. The purpose of the paper may be stated as a legal issue. For example: May a college be held liable for prima facie negligence for an "injury" sustained by a student during an off-campus, college-sponsored, extracurricular activity, if the students consumed alcohol or used a controlled substance during the activity? Finally, the purpose may be to discuss a legal concept. For example: What is meant by "due process of law"?

SUGGESTED READINGS FOR CLASS DISCUSSIONS AND RESEARCH PAPERS

Topic No. 1 - Promotion and Tenure

Board of Regents v. Roth, 408 U.S. 564 (1972)

Perry v. Sindermann, 408 U.S. 593 (1972)

Topic No. 2 - Faculty Dismissal

San Filippo v. Bongiovanni, 743 F.Supp. 327 (D.N.J. 1990)

McConnell v. Howard University, 818 F.2d 58 (D.C. Cir. 1987)

Topic No. 3 - Student Affairs

Goss v. Lopez, 419 U.S. 565 (1975)

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)

Topic No. 4 - Financial Exigency

Krotkoff v. Goucher College, 585 F.2d 675 (4th Cir. 1978)

Browzin v. Catholic University of America, 527 F.2d 843 (D.C. Cir. 1975)

Topic No. 5 - Affirmative Action

Geier v. Alexander, 801 F.2d 799 (6th Cir. 1986)

Mississippi University for Women v. Hogan, 458 U.S. 718 (1982)

Topic No. 6 - Discrimination

University of California Regents v. Bakke, 438 U.S. 265 (1978)

Zahorik v. Cornell University, 729 F.2d 85 (2d Cir. 1984)

Topic No. 7 - Handicapped Individuals

Southeastern Community College v. Davis, 442 U.S. 397 (1979)

School Board of Nassau County, Florida v. Arline, 480 U.S. 273 (1987)

Topic 8 - Collective Bargaining

Abood v. Detroit Board of Education, 431 U.S. 209 (1977)

Chicago Teachers' Union, Local No. 1 v. Hudson, 106 S.Ct. 1066 (1986)

Topic No. 9 - Research Integrity

Dong v. Board of Trustees of Leland Stanford Junior University, 191 Cal.App.3d 1572, 236 Cal.Rptr. 912 (1987)

Weinstein v. University of Illinois, 811 F.2d 1091 (7th Cir. 1987)

Topic No. 10 - Desegregation

Adams v. Richardson, 356 F.Supp. 92 (D.D.C. 1973)

Brown v. Board of Education (Brown I), 347 U.S. 483 (1954)

CLASS PRESENTATIONS ON JUNE 15, 1992

Topic	Presenter
Promotion and Tenure	_____
Faculty Dismissal	_____
Student Affairs	_____
Financial Exigency	_____
Affirmative Action	_____

CLASS PRESENTATIONS ON JUNE 17, 1992

Topic	Presenter
Discrimination	_____
Handicapped Individuals	_____
Collective Bargaining	_____
Research Integrity	_____
Desegregation	_____

COURSE OUTLINE

Part I. An Overview

A. The Court Systems

1. Federal Courts

   a. U.S. Supreme Court
   b. U.S. Court of Appeals
   c. U.S. District Court

2. State Courts

   a. Supreme Court of Pennsylvania
   b. Superior Court of Pennsylvania
   c. Commonwealth Court of Pennsylvania
   d. Court of Common Pleas (County)

B. Bases for Decision-making

1. Federal and State Constitutions
2. Federal and State Statutory Law
3. Federal and State Case Law
4. Federal and State Regulations

C. Education - State Function

1. Public education in the United States is a state function, under the "reserved" powers of the Tenth Amendment of the U.S. Constitution, which states:

   "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the States respectively, or to the people."

2. Each State in the United States has a system of public education, based upon its constitution. The state legislature has the legal authority to enact laws governing public education.

Part II. Fourteenth Amendment

A. Section 1 of the Fourteenth Amendment states in relevant part:

> "[N]or shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." (Emphasis added)

1. **Due Process** - The concept "due process" refers to "fundamental fairness." The State cannot be arbitrary, capricious, or unreasonable in denying a person life, liberty, or property. The term "State" includes a public school district. The term "person" includes a student in the school district. A student's legitimate entitlement to public education is known as a "property" interest. A student has a "liberty" interest in his/her good name and reputation. Due process has two prongs.

   a. **Procedural due process** - This concept refers to the process or steps the State must follow in making sure that a person is treated fairly, before it deprives the person of life, liberty, or property. This means affording the person notice and an opportunity to tell his/her side of the story.

   b. **Substantive due process** - This concepts refers to the content or subject matter of a law or policy. It, too, requires the State to treat a person fairly, before depriving the person of life, liberty, or property. Regarding student discipline, a school policy cannot be, for example, vague or overly broad. The policy must be applied equally. Sanctions imposed must be reasonable, based upon the nature and severity of the infraction, the age and sex of the student, and the student's previous record.

2. **Equal Protection Clause** - This concept means that equal protection or security must be given to all persons of like circumstances regarding life, liberty, and property; in the pursuit of happiness; and in the exemption from greater burdens and charges than are equally imposed upon all others under like circumstances.

Part III. First Amendment

A. Establishment Clause

B. Free Exercise Clause

C. Free Speech/Press

D. Free Association

Part IV. Fourth Amendment

A. Unreasonable searches and seizures

B. Search warrant

C. Reasonable suspicion

D. Probable cause

Part V. Fifth Amendment

A. Double jeopardy

B. Self-incrimination

C. Due process of law

BIBLIOGRAPHY

Adams v. Richardson, 356 F.Supp. 92 (D.D.C. 1973)
(Desegregation)

Abood v. Detroit Board of Education, 431 U.S. 209 (1977)
(Collective Bargaining)

Board of Curators of the University of Missouri v. Horowitz, 435 U.S. 78 (1978)
(Student Dismissal)

Board of Regents v. Roth, 408 U.S. 564 (1972)
(Academic Tenure)

Bob Jones University v. United States, 461 U.S. 574 (1983)
(Religion)

Bougher v. University of Pittsburgh, 713 F.Supp. 139 (W.D. Pa. 1989)
(Sexual Harassment)

Bradshaw v. Rawlings, 612 F.2d 135 (3d Cir. 1979)
(Liability)

Brown v. Board of Education (Brown I), 347 U.S. 483 (1954)
(Desegregation)

Brown v. Board of Education (Brown II), 349 U.S. 294 (1955)
(Desegregation)

Cannon v. University of Chicago, 441 U.S. 677 (1979)
(Student Admission)

Chicago Teachers' Union, Local No. 1 v. Hudson, 106 S.Ct. 1066 (1986)
(Collective Bargaining)

Connick v. Myers, 461 U.S. 138 (1983)
(Academic Freedom)

Goss v. Lopez, 419 U.S. 565 (1975)
(Student Discipline)

Hazelwood School District v. Kuhlmeier, 108 S.Ct. 562 (1988)
(Student Free Speech/Press)

Healy v. James, 408 U.S. 169 (1972)
(Student Organizations)

Keyishian v. Board of Regents, 385 U.S. 589 (1967)
(Academic Freedom)

Mississippi University for Women v. Hogan, 458 U.S. 718 (1982)
(Desegregation)

Mt. Healthy City School District Board of Education, 429 U.S. 274 (1977)
(Academic Freedom)

NCAA v. Board of Regents of the University of Oklahoma, 486 U.S. 85 (1984)
(Athletics)

N.L.R.B. v. Yeshiva, 444 U.S. 672 (1980)
(Collective Bargaining)

New Jersey v. T.L.O, 105 S. Ct. 733 (1985)
(Search and seizure)

Papish v. Board of Curators of the University of Missouri, 410 U.S. 667 (1973)
(Student Discipline)

Perry v. Sindermann, 408 U.S. 593 (1972)
(Academic Tenure)

Pickering v. Board of Education, 391 U.S. 563 (1968)
(Academic Freedom)

Regents of University of Michigan v. Ewing, 474 U.S. 214 (1985)
(Student Dismissal)

Regents of the University of California v. Bakke, 438 U.S. 265 (1978)
(Student Admission)

School Board of Nassau County, Florida v. Arline, 480 U.S. 273 (1987)
(Handicapped Individuals)

Slochower v. Board of Education, 350 U.S. 551 (1956)
(Academic Freedom)

Southeastern Community College v. Davis, 442 U.S. 397 (1979)
(Handicapped Individuals)

Tarasoff v. The Regents of the University of California, 17 Cal.3d 425, 131 Cal.Rptr. 14 (1976) (Liability)

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969) (Free speech)

University of California Regents v. Bakke, 438 U.S. 265 (1978) (Student Admission)

University of Pennsylvania v. EEOC, 110 S.Ct. 577 (1990) (Academic Tenure)

Widmar v. Vincent, 454 U.S. 263 (1981) (Student Organizations)

LAW REVIEWS AND JOURNAL ARTICLES

Clague, The Affirmative Action Showdown of 1986: Implications for Higher Education, 14(2) J.C.U.L. 171 (1987)

Comment, Aids: A University's Liability for Failure to Protect Its Students, 14(3) J. C. U. L. 529 (1987)

Comment, Due Process Rights in Student Disciplinary Matters, 14(2) J.C.U.L. 359 (1987)

Comment, Eiseman v. State of New York: The Duty of a College to Protect Its Students From Harm By Other Students Admitted Under Special Programs, 14(4) J.C.U.L. 591 (1987)

Comment, Pennsylvania's College and University Security Information Act: The Effect of Campus Security Legislation on University Liability for Campus Crime, 94(1) Dick. L. Rev. 179 (1989)

Comment, Pime v. Loyola University of Chicago: The Seventh Circuit Extends the BFOQ Defense, 14(4) J.C.U.L. 607 (1987)

Comment, The Americans With Disabilities Act of 1990: Burden on Business or Dignity for the Disabled?, 30 Duq. L. Rev. 99 (1991)

Comment, The First Amendment on Campus: The Rights of the Student Press v. The Rights of the Students, 14(3) J.C.U.L. 505 (1987)

Comment, Tort Liability of Colleges and Universities for Injuries Resulting From Student Alcohol Consumption, 14(2) J.C.U.L. 399 (1987)

Comment, Tort-Negligent Supervision-College Liability-Student Intoxication Injury, 19 Duq. L. Rev. 381 (1981)

DeLano, Discovery in University Employment Discrimination Suits: Should Peer Review Materials Be Privileged?, 14(1) J.C.U.L. 121 (1987)

Dutile, The Law of Higher Education and the Courts: 1990 in Review, 18(2) J.C.U.L. 163 (1991)

Haskell, The University as Trustee, 17 Ga. L. Rev. 1 (1982)

Olswang, Union Security Provisions, Academic Freedom and Tenure: The Implications of Chicago Teachers Union v. Hudson, 14(4) J.C.U.L. 539 (1987)

O'Neil, Preferential Admissions Revisited: Some Reflections on DeFunis and Bakke, 14(3) J.C.U.L. 423 (1987)

Parker, Affirmative Action: Protecting the Untenured Minority Professor During Extreme Financial Exigency, 17 N.C. Cent. L. J. 119 (1988)

Ruebhausen, The Age Discrimination in Employment Act Amendments of 1986: Implications for Tenure and Retirement, 14 J.C.U.L. 561 (1988)

Susser, The ADA: Dramatically Expanded Federal Rights for Disabled Americans, 16(2) Employee Rel. L. J. 157 (1990)

Swan, The Eleventh Amendment Revisited: Suits Against State Government Entities and Their Employees in Federal Courts, 14(1) J.C.U.L. 1 (1987)

Zirkel, Ethics and Law in Higher Education, 77 Phi Delta Kappan 798 (1991)

STATUTES AND REGULATIONS

College and University Security Information Act, 24 P.S. 2502-1, et seq.

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g

Regulations to the Rehabilitation Act of 1973, 34 C.F.R. 104.1

Rehabilitation Act of 1973, 29 U.S.C. Section 794

Americans With Disabilities Act of 1990, 42 U.S.C. 12101

The Equal Access Act, 20 U.S.C. Section 4071 (Supp. III 1985)

CLASS HANDOUTS

1. Background

Nathan's Individualized Education Program (IEP) was prepared during an IEP meeting which was held on September 10, 1992. Mr. and Mrs. Dabrowski observed the implementation of the IEP and opined, based upon the understanding they had gained from their participation in the development of the IEP, that Nathan individualized special education and related services needs were not being met by the IEP. Mr. and Mrs. Dabrowski's dissatisfaction with the IEP precipitated their request for a Hearing.

Nathan's current IEP is being executed 45% of the time in a Learning Support Classroom where he receives instruction in English, Science, History and Learning Support Study-Hall. The remaining 55% of the time is spent in "the Mainstream" where Nathan receives instruction in Art, Physical Education, Home Economics-Food, Math, Study-Hall and Lunch (See Attachment 1: Schedule). In addition, Nathan receives a consultative occupational therapy program exercise which was designed by a certified Occupational Therapist and implemented by an Educational Aid. An Educational Aid also assist Nathan during Math period which takes place in the "Mainstream" and he receives speech therapy for one period twice each week on Monday and Thursday.

2. Agreement

a. The District shall review the occupational therapy exercise program that is currently being provided to Nathan on Mondays, Wednesdays, and Fridays during the second period. The District shall provide occupational therapy Mondays, Wednesdays and Fridays during the ninth period (Study Hall). The District shall provide a Consultative Occupational Therapy exercise program for Nathan. This program will be executed by the Intermediate Unit with an Educational Aid no later than March 12, 1993.

b. The District shall provide a second set of textbooks for Nathan for use in his home. To achieve this end, a list of all books that Nathan will be using will be compiled by the District. The District's list will be given to Mr. Dabrowski no later than March 4, 1993. Mr. Dabrowski's shall compile a list of the textbooks presently available for use with Nathan in the home and exchange that list with the

SAMPLE BIBLIOGRAPHY

Cases

Allegheny Valley School District v. Allegheny Valley Education Association, 528 A.2d 690 (Pa. Cmwlth. 1987)

Arthur v. Nyquist, 712 F.2d 816 (2d Cir. 1983)

Bovino v. Board of School Directors of the Indiana Area School District, 32 Pa. Cmwlth. 105, 377 A.2d 1284 (1977)

Edwards v. Aguillard, 55 U.S.L.W. 4860 (U.S. June 19, 1987)

Hoots v. Commonwealth of Pennsylvania, 510 F. Supp. 615 (W.D. Pa. 1981)

New Jersey v. T.L.O., 105 S. Ct. 733 (1985)

Pennsylvania labor Relations Board v. Mars Area School District, 480 Pa. 295, 389 A.2d 1073 (1978)

Sloan v. Lemon, 413 U.S. 825 (1973)

Strine v. School District of Upper Merion Township, 149 Pa. Super. 612, 27 A.2d 552 (1942)

Statutes and Regulations

Education of the Handicapped Act, 20 U.S.C. Section 1400

Regulations - Education of the Handicapped Act, 34 C.F.R. Section 300.1

Regulations - Rehabilitation Act of 1973, 34 C.F.R. Section 104.1

Rehabilitation Act of 1973, 29 U.S.C. Section 794

Other Sources

Comment, Drug Urinalysis in the Public Schools: Going Beyond T.L.O., 18 Akron L. Rev. 709 (1985).

Mitchell, Educational Policy Analysis: The State of the Art, 20(3) Educational Administration Quarterly 129 (Summer 1984)

SELECTED AMENDMENTS OF THE U.S. CONSTITUTION

Amendment I (1791)

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment IV (1791)

The right of the people to be secure in their persons, houses, papers, and effects, and against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V (1791)

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases, arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Amendment VI (1791)

In all criminal prosecution, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VIII (1791)

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Amendment IX (1791)

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X (1791)

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Amendment XI (1798)

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment XIII (1865)

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment XIV (1868)

Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in

rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Sections 3, 4, and 5 omitted.

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EDUCATIONAL ADMINISTRATION 852

HIGHER EDUCATION BUSINESS AND FINANCE

First Semester 1990-1991

Instructors: Alan T. Seagren
1210 Seaton Hall
472-3726

Michael T. Miller
530 E. Nebraska Hall
472-3337

Course Description:

This course has been designed to focus on federal and state government funding, financial planning and budgeting for operations and capital construction, controlling fiscal conditions, sources of financial support, and an analysis of selected business operations in institutions of higher education.

Graduate students in this course are expected to have a basic understanding of higher education (gained through practical experiences and/or professional preparation) and be planning on careers in post-secondary teaching and/or administration.

Goals of the Course

1) Participants will develop an understanding of the history and trends in financing of higher education in the U.S.

2) Participants will develop an understanding of different sources of financial support for higher education in the U.S. (federal, state, trustees and other).

3) Participants will develop an understanding of the operational budget process in higher education in the U.S.

4) Participants will develop an understanding of institutional planning and financial planning.

5) Participants will develop an understanding of the capital construction budget process in higher education.

6) Participants will develop an understanding of selected business operation in higher education.

Resources:

1) Welzenback, Lanora F., Ed., College and University Business Administration , 4th Edition, Washington D.C.: National Association of College and University Business Officers, 1982.

2) Meisinger, Richard J. Jr., and Dubeck, Henry W., College and University Budgeting: An Introduction for Faculty and Academic Administrators, Washington, D.C.: National Association of College and University Business Officers, 1984.

3) Leslie, Larry L., ASHE Reader on Finance in Higher Education

Course Experiences:

As a graduate seminar, the use of mini-lectures, class discussion, case studies, visiting lecturers and class projects involving individual and/or group work will be utilized. All students are required to participate fully in class activities and projects and demonstrate evidence of extensive reading in the field.

Course Requirements/Evaluation

I. Paper:

a) Topics of choice dealing with some aspect of finances in higher education with instructors approval.

b) Two paragraph abstract and an outline which needs to be approved by the instructors.

c) Style format: Any professional journal in field.

d) Citations/References: minimum of 10.

e) Length: 10 - 15 pages.

f) Evaluated on content, style, and publishability.

g) Format: typed - double spaced.

h) Due: November 14.

II. Critical Analysis

a) Write a reaction to the role of the federal and state governments in financing higher education. Minimum of two pages, maximum of four pages. Due: September 28.

b) Write a critical reaction to one other presentation (not by a student) and show how it applies in the institution with which you are most familiar. Minimum two pages, maximum four pages. Due: October 24.

III. Individual or Group Project

In addition to the four basic topics, an opportunity exists to design and develop the remaining topics around the needs and interests of the class participants from the point of view of the total class and individual member. The following process will be utilized to determine the topics to be considered:

1) Group need/interest assessment. Topics receiving highest ranking will be selected.

2) Small group input into objectives to be achieved for each of the topics.

3) Individual/small group select topics for presentation and date of presentation.

4) Topic outline prepared and review with instructor.

5) Class presentation should:

a) Be scholarly but provide practical information.

b) Utilize appropriate audio visuals.

c) Involve class participants as active learners.

d) Be a minimum of one hour, maximum of two and one-half hours.

e) Be more than presentation of information (lecture.)

f) Can involve field trips to observe the actual situation of operation.

g) Handout materials must at least include the following:

goals	evaluation
objectives	annotated bibliography
activities	resources

IV. Legislative Budgetary Process

Each participant will be a member of a group responsible for analyzing the budget request process for one of the following:

1. Community/Technical/Junior College
2. State College
3. University of Nebraska
4. Private College

Step I Review the processes and schedules followed in developing the biennial and deficit budget request (visit with Budget Officer or Chief Business Officer of the institution).

Step II Analyze the budget request, including the amount requested and the justifications or rationale provided.

Step III Visit with analyst from Legislative Fiscal Analyst Office and Budget Office from Executive Branch for public institutions and similar individuals, if appropriate, for private colleges.

Step IV Review the process utilized for Governing Board Approval.

Step V A general discussion of the similarities and differences between the budget process for the various types of institutions.

Be prepared to turn in a one to two page synopsis of your activities and the budgetary process you monitor.

V. Final Examination

To be distributed December 12, and returned no later than the last class session on December 19.

VI. Evaluation:

Paper (presented)	25
Critical Analysis (2)	10
Class Participation	20
Individual/Group Projects	20
Legislative Budgetary Process	10
Final Examination	15

SCHEDULE OF CLASSES

Educational Administration 852

Fall 1990
16:30 - 18:50

August 29	Introduction
September 5	History and trends in higher education finance
September 12	History and trends in higher education finance
September 19	Federal Government Role in the United States
September 26	State spending for higher education **Critical Analysis #1 Due**
October 3	Financial Planning and Budgeting in Higher Education
October 10	Departmental and college budgeting
October 17	Physical facility management and planning
October 24	Alumni relations and fund raising **Critical Analysis #2 Due**
October 31	Personnel management and staff development
November 7	Grant and contract administration
November 14	Financial aid administration **Research Paper Due**
November 21	(Thanksgiving Break) **No Class**
November 28	Strategic and long-range planning
December 5	International Perspectives on higher education finance
December 12	Incremental and rationalist budgeting
December 19	**Final Exam Due**

HIGHER EDUCATION PLANNING

EDPA 753

TERM: Spring 1992
TIME: Thursday, 4:15 pm to 7:00 pm
LOCATION: Room 0202, Benjamin Building
INSTRUCTOR: Frank A. Schmidtlein
OFFICE: Room 2211, Benjamin Building (405-3564)
OFFICE HOURS: By appointment

COURSE DESCRIPTION AND OBJECTIVES

This course provides students with: 1) a broad introduction to social science concepts which underlie theories of organizational planning, 2) a description of various approaches to planning, and 3) an overview of applications of planning concepts and techniques to higher education primarily at institutional but also state and national levels.

The course presents an overview of planning theory and its practical applications. The aim is to provide students with a "map" of the field rather than to examine specific dimensions of planning in depth. A full understanding of the context within which higher education planning takes place would require a planner to be familiar with a broad array of topics such as: organizational behavior; political economy; finance and budgeting; applied statistics; information systems and data processing; and, most importantly, higher education's history, contemporary practices, and current issues. Obviously, such a complete examination of the relevance of all these fields is well beyond the scope of one course. This course, therefore, attempts to examine planning concepts and practices and show how these fields of knowledge are relevant to effective planning.

GRADING

Grades for the course will be based on the following:

Term paper:	70 percent
Two short papers:	20 percent
Class discussion:	10 percent
	100 percent

ASSIGNED READINGS

Benveniste, G. 1989. Mastering the Politics of Planning. San Francisco: Jossey-Bass.

Cope, R.G. 1987. Opportunity from Strength: Strategic Planning Clarified with Case Examples. ERIC-ASHE Report No. 8. Washington, DC: Clearinghouse on Higher Education, The George Washington University.

Lindblom, C.E. 1968. The Policy-Making Process, Englewood, NJ: Prentice-Hall, Inc.

Norris, D.M. & Poulton, N. L. 1991. A Guide for New Planners, Ann Arbor, MI: The Society for College and University Planning.

Schmidtlein, F.A. & Milton, T.H. A Review of Literature on Higher Education Institutional Planning. Center for Postsecondary Governance and Finance, University of Maryland, College Park, MD.

Schmidtlein, F.A. & Milton, T.H. 1990. Adapting Strategic Planning to Campus Realities. New Directions for Institutional Research, No. 67, San Francisco: Jossey-Bass Publishers.

Readings (Duplicated) Bel Jean Copy Service, 7415 Baltimore Blvd., College Park, MD (864-6882)

RECOMMENDED READINGS

Benveniste, G. The Politics of Expertise, Berkeley, CA: The Glendessary Press, 1972.

Birnbaum, R. 1988. How Colleges Work. San Francisco: Jossey-Bass.

Copa, G.H. & Moss, J. 1983. Planning and Vocational Education. New York: McGraw-Hill Book Company.

Jedamus, P., Peterson, M. W. & Associates. 1981. Improving Academic Management: A Handbook of Planning and Institutional Research. San Francisco: Jossey-Bass Publishers.

Keller, G. 1883. Academic Strategy: The Management Revolution in American Higher Education. Baltimore, MD: The Johns Hopkins University Press.

ASSIGNMENTS

1. A short paper on human nature. Notions about the feasibility and appropriateness of planning rest on one's basic assumptions about human nature. Therefore, a short paper (2-3 pages) is required describing your explanations of human behavior. For example: Are humans rational? Is self-interest

the major source of motivation? How important is human determination in contrast to environmental constraints? What factors lead people to change and what factors lead to resistance? This paper must be turned in by the second class. It will not be graded. Views expressed in these papers will be explored during the third class without identification of authors.

2. Two short papers on the design of plans. Two short papers (three to five pages each) are required containing recommendations on designing and implementing a specific planning process. The papers are to deal with the design of a planning process, not the contents and recommendations of a plan. The papers will take the form of memoranda to a chief campus executive officer and will contain recommendations on how to undertake development of: a) a transportation plan for a campus and b) a campus academic plan. Each paper should take the form of a staff analysis containing a succinct, well structured and well written critique of the most important issues confronted in developing a planning process and your principal recommendations. No references to literature or footnotes are expected. Each paper will count for ten percent of your grade. A listing of some topics a design for planning should address is attached.

3. Term paper. A term paper is required that either: 1) describes and analyzes the design of a planning process for a particular institution, 2) that constitutes a dissertation proposal, or 3) that describes and analyzes a particular aspect of planning. A list of potential term paper topics is attached. This list is suggestive not prescriptive. The term paper should have a consistent format, following a recognized style manual, be written clearly, be logically organized, and employ proper grammar and spelling. Clear and concise writing is an essential skill for all planners. The term paper should aim to be 20 to 25 double-spaced pages in length. The important goal is a complete, clear, concise presentation, not some arbitrary number of pages.

OUTSIDE SPEAKERS

Experts in various fields of higher education planning will speak to the class at appropriate times during the course.

INDIVIDUAL CONSULTATION WITH INSTRUCTOR

Students are encouraged to arrange meetings with the instructor to review plans for papers, identify sources of information, and discuss individual concerns. Appointments should be made by calling the instructor at his office (405-3564) or at his home [(301) 544-1338].

COURSE OUTLINE

January 23

1. Overview of course and introduction to planning definitions and concepts.

   Text: Norris, D.M. & Poulton, N. L. 1991. A Guide for New Planners, SCUP.

January 30

SHORT PAPER ON HUMAN NATURE DUE

2. Assumptions about human nature and feasibility of planning.

   Text: Schmidtlein & Milton. 1990. A Review of Literature on Higher Education Institutional Planning. pp.1-6.

   Readings: Etzioni, A. 1972. Human Beings are Not Very Easy to Change After All. Saturday Review, June 3.

   Chin, R. and Benne, K. 1961. General Strategies for Effecting Changes in Human Systems," The Planning of Change, Bennis, W.B., Benne, K.D., and Chin, R. (Eds.) New York: Holt, Reinhart and Winston.

3. An "open-systems" definition of planning.

   Reading: Eide, K. 1969. The Planning Process, in Educational Planning in the United States, Itusca, Illinois: Peacock Publishers, Inc.

February 6

4. Development of planning concepts.

   a. Origins of planning concepts.

   Reading: Mannheim, K. Man and Society in an Age of Reconstruction. pp.147-181.

   b. Development of higher education planning.

   Texts: Norris & Poulton. 1991. A Guide for New Planners, pps. 41-51.

Schmidtlein & Milton. 1990. A Review of the Literature on Higher Education Institutional Planning. pp. 6-23.

February 13

5. Assumptions underlying planning.

a. Assumptions about the impetus to plan.

Readings: Schmidtlein & Milton. 1989. College and University Planning: Perspectives From a Nation-Wide Study.

Wildavsky, A. 1973. If Planning is Everything, Maybe It's Nothing. Policy Sciences, 4, pps. 127-153.

b. Assumptions about rationality.

Readings: Boulding, K. 1966. The Ethics of Rational Decisionmaking, Management Science, 12:6, February.

Rowe, A.J. 1974. The Myth of the Rational Decision Maker. International Management, August.

Optional: Friedland, E.I. 1974. Introduction to the Concept of Rationality in Political Science. New Jersey: General Learning Press.

c. Assumptions about efficiency and effectiveness.

Readings: Churchman, C.W. 1968. Efficiency in The Systems Approach, New York: Dell Publishing Co., Inc., pps. 16-27.

Landau, M. 1969. Redundancy, Rationality and the Problem of Duplication and Overlap, Public Administration Review, Vol. 29, No. 4, July/August.

Facts and Fictions About Educational Efficiency, reprinted from Change Magazine, Distributed by the Southern Regional Educational Board.

February 20

SHORT PAPER DUE: Memo to chancellor or campus president on transportation planning.

d. Assumptions about quality.

Reading: Morgan, A.W. & Mitchell, B.L. 1985. The Quest for Excellence: Underlying Policy Issues, In Smart, J.C. (ed) Higher Education: Handbook of Theory and Research. New York: Agathon Press, pps.309-348.

6. The character of organizational decision making and planning.

a. Concepts of planning.

Text: Benveniste, G. Mastering the Politics of Planning. San Francisco: Jossey Bass, pps. 56-86.

Reading: Hudson, B.M. 1983. Planning: Topologies, Issues, and Application Contexts. In Copa, G.H. & Moss, J. (eds) Planning and Vocational Education, New York: McGraw-Hill Book Co., pps. 18-45.

Optional: Peterson, M.W. 1980. Analyzing Alternative Approaches to Planning. In Jedamus, Peterson & Assoc. (eds), Improving Academic Management: A Handbook of Planning and Institutional Research. San Francisco: Jossey-Bass Publishers, pps. 113-163.

b. Concepts of incremental decision making.

Text: Lindblom, C.E., The Policy- Making Process. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1968, pps. 1-27.

February 27

c. Contrasts between incrementalism and planning.

Readings: Dahrendorf, E. 1968. Market and Plan: Two Types of Rationality, In Dahrendorf Essays in the Theory of Society, Stanford, CA: Stanford University Press.

Schmidtlein, F.A. 1974. Decision Process Paradigms In Education. Educational Researcher. Vol. 3, No. 5, May 1974, pp. 4-11.

Optional: Lindblom, C.E. 1959. The Science of Muddling Through. Public Administration Review, 19:2, Spring.

Alexander, E.R. 1972. Choice in a Changing World, Policy Sciences, No. 3.

Cohen, M.D., March, J.G. and Olsen, J.P. 1972. A Garbage Can Model of Organizational Choice, Administrative Science Quarterly, Vol. 17 No. 1, March.

Georgiou, P. 1973. The Goal Paradigm and Notes Towards a Counter Paradigm, Administrative Science Quarterly, Vol. 18, No. 3, September.

March 5

7. The relationship of planning to other governance functions.

Readings: Meisinger, R.J., Jr. 1990. Introduction to Special Issue on the Relationship Between Planning Budgeting. Planning for Higher Education. Vol. 18, No. 2, pp. 1-7.

Schmidtlein, F.A. 1990. Why Linking Budgets to Plans Has Proven Difficult in Higher Education. Planning for Higher Education. Vol. 18, No. 2, pp. 9-23.

8. Levels of higher education planning.

a. Federal higher education planning (speaker).

March 12

SPRING BREAK

March 19

TERM PAPER OUTLINE DUE

b. State higher education planning (speaker).

c. System level higher education planning (speaker).

March 26

d. Campus planning (speaker)

e. College/division level planning (speaker).

April 2

9. Planning topics.

a. Facility planning (speaker)

Reading: Fink, I. 1980. Campus Planning in the 1980's: The Competition for Space, Planning for Higher Education, Vol. 9, No. 1, Fall.

b. Equal opportunity planning (speaker)

April 9

SHORT PAPER DUE: Memo to the President describing process for developing a campus academic plan.

10. The conduct of planning.

a. The politics of planning.

Texts: Benveniste, G. 1989. Mastering the Politics of Planning. San Francisco: Jossey-Bass, pps.1-109.

Schmidtlein & Milton. 1990. Adapting Strategic Planning to Campus Realities. New Directions for Institutional Research, No. 67, San Francisco: Jossey-Bass.

Readings: Donnithorne, L. 1991. Institutional Politics and Planning, Planning for Higher Education. Vol. 20, No. 2, pp. 13-24.

Schmidtlein, F. 1990. Planning for Quality: Perils and Possibilities. Paper Delivered at the 12th Annual Forum, E-AIR, Lyon, France.

Optional: Benveniste, G. 1972. The Politics of Expertise, Berkeley, CA: The Glendessary Press, pps. 119-206.

April 16

b. Planning as learning.

Reading: De Geus, A.P. 1988. Planning As Learning. Harvard Business Review. March.

Text: Benveniste, G. 1989. Mastering the Politics of Planning. San Francisco: Jossey-Bass, pps. 110-129.

c. Implementation of plans.

Text: Benveniste, G. 1989. Mastering the Politics of Planning. San Francisco: Jossey-Bass, pps. 130-286.

April 23

d. Planning resources and techniques.

Reading: Hopkins, D.S.P. & Massy, W.F. 1981. The Case for Planning Models. In Planning Models for Colleges and Universities. Palo Alto, CA: Stanford University Press.

Optional: Lawrence G.G. and Service, A. 1977. Quantitative Approaches to Higher Education Management. Washington, D.C.: ERIC/ASHE.

Jedamus, P. and Peterson, M.W. 1980. Improving Academic Management. San Francisco: Jossey-Bass Publishers, pps. 164-238.

April 30

TERM PAPER DUE

11. Business perspectives on planning (speaker).

Readings: Hayes, R.H. 1985. Strategic Planning - Forward in Reverse. Harvard Business Review. November-December.

Hunsicker, J.Q. 1980. The Malaise of Strategic Planning. Management Review. 69 (3), 8-14.

Business Week. 1984. The New Breed of Strategic Planner. September 17.

May 7

12. The contemporary planning environment (speaker).

Reading: Glenny, L.A. & Bowen, F.M. 1981. Warning Signals of Distress. Challenges of Retrenchment. San Francisco: Jossey-Bass, pp. 32-47.

Optional: Keller, G. Academic Strategy: The Management Revolution in American Higher Education. Baltimore: The Johns Hopkins University Press, 1983.

13. Course review and evaluation.

TOPICS FOR TERM PAPERS

1. Examine a particular role in an institution (such as Dean, Vice President, Department chair, Director of Resident Life, Admissions Director, etc.) and describe how the requirements of that role are enhanced or frustrated by the requirements of a formal planning process.

2. Analyze approaches and problems in planning for a particular area such as finance, academic programs, equal opportunity, libraries or facilities.

3. Prepare a dissertation proposal on some aspect of planning.

4. Analyze one or more technical means employed in planning such as applications of applied mathematics, computer models, information systems, surveys, etc.

5. Examine the political aspects of the planning process and how organizational politics affects formal planning.

6. Examine constraints affecting the conduct of planning such as adequate lead time, uncertainty, resources required for analyses, knowledge of causes and effects, etc.

7. Examine the role of information systems and information resources in planning.

8. Examine the assumptions about human nature and organizational behavior that lie beneath various approaches to formal planning and their implications for the feasibility of planning.

9. Analyze the various organizational structures that might be used in conducting formal planning and their advantages and disadvantages (e.g. committees, use of a director of planning, involvement of the president, centralization of initial planning efforts in contrast to beginning with departmental plans, etc.

10. Analyze considerations that affect participation in formal planning activities.

11. Examine the history of planning and factors that provide an impetus for institutions to engage in formal planning.

12. Examine the relationship of planning to various concepts of organizational decision making such as "muddling through", "garbage can", collegial, political, "loosely coupled", etc.

13. Explore the philosophic foundations of current concepts of planning (e.g. its roots in logical positivism and various social philosophies such as Marxism.

14. Examine experiences in the business or governmental worlds with planning and their implications for higher education planning.

15. Analyze various costs and benefits that have been associated with formal planning by various scholars and practitioners.

16. Examine trends affecting future development of higher education in the United States and state, system and institutional planning.

17. Compare U.S. higher education planning with that in one or more foreign countries.

18. Examine the educational implications of increasing international competition and the actions being taken by the U.S.

19. Analyze the actual or potential affects when a college or university uses a particular planning approach described in the literature.

20. Design a planning process for a particular institution, giving attention to the many considerations involved, including organizational, political and technical dimensions.

21. Examine the concept of "rationality" as it is employed in planning literature.

22. Contrast characteristics of planning in an organization composed largely of professionals in contrast to one largely employing non-professional staff.

23. Describe problems involved, and approaches that can be used, in coordinating planning efforts across an institution.

24. Examine the trade-offs involved in determining whether to emphasize "top down" or "bottom up" planning processes.

25. Examine the importance of perceptions of "legitimacy" and "trust and confidence" among the participants in successfully employing a formal planning process.

26. Examine the relationship between planning and other organizational functions such as budgeting, evaluation, assessment, accountability, accreditation, program review, productivity enhancement, etc.

27. Examine issues involved in communicating plans, including the role of documentation.

28. Examine the constraints involved in freely sharing information during the development and communication of the results of planning.

29. Examine factors that impede implementing plans and bringing about proposed changes.

30. Discuss the concept of planning as "learning".

These topics are only suggestions and if a student has another topic related to planning they wish to explore please discuss it with the instructor.

ELEMENTS IN THE DESIGN OF A PLANNING PROCESS

The list below contains some of basic elements of a planning process that should be taken into consideration when presenting the design for such a process.

A. Format

1. The proposal should present the President with choices so decisions can be made without further research on his or her part.

2. The memorandum should avoid jargon from the literature and be written clearly. Succinct memos in outline form make it easier to quickly note and comprehend key points.

3. Present evidence providing sources of your information when helpful but do not use formal footnotes.

B. Definition of Purpose

1. The purpose and scope of the planning process being proposed should be explicit.

2. Key assumptions which guide your recommendations should be made explicit (e.g., type of campus, its circumstances and context in which the plan is being developed).

C. Time Considerations

1. The time available to complete the plan should be stated and other time constraints discussed.

D. Information Considerations

1. The kinds of information needed to prepare the plan should be specified, together with the means employed to obtain this information.

2. The factors that affect the development and release of information during the planning process should be noted.

E. Participation

1. Suggestions on who should participate in the planning process, and why, should be provided.

2. Those likely to be affected by the plan should be identified and means proposed to obtain their views.

F. Politics of the Planning Process

1. The political considerations, both internal and external, should be described that need to be taken into consideration when creating the planning process.

G. Tasks

1. The tasks required to develop the plan should be specified and costs of its development estimated.

H. Contents

1. A brief description of the rationale for the planning exercise and a charge to those who will be engaged in planning should be included in the memo or attached to it. The scope of the exercise should be explicit.

2. A brief outline of the likely contents of the plan should be suggested, or a means described to determine the contents.

I. Costs

1. The resources needed to develop the plan should be described and their cost estimated (not the costs of implementing the plan).

J. Implementation

1. Considerations involved in moving from planning to implementation should be noted.

Other factors involved in designing a planning process are suggested by the list of possible term paper topics and, of course, by the literature you will have read up to the time when this memo is prepared.